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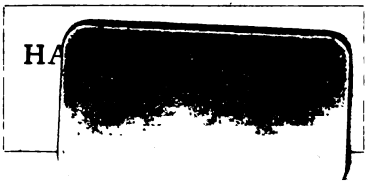
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HARPER'S LANGUAGE-SERIES.

LANGUAGE LESSONS:

AN INTRODUCTORY

GRAMMAR AND COMPOSITION

FOR INTERMEDIATE AND GRAMMAR GRADES.

BY

WILLIAM SWINTON, A.M.,

PROFESSOR OF THE ENGLISH LANGUAGE IN THE UNIVERSITY OF CALIFORNIA, AUTHOR OF "PROGRESSIVE GRAMMAR," "SCHOOL COMPOSITION," ETC.



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PREFACE.

THIS manual forms the second book of a Language Series, consisting of four works: I. Swinton's "Language Primer;" II. "Language Lessons;" III. "School Composition;" IV. "Progressive Grammar."

The author desires to state at the outset that the present class-book is in no respect a condensation of the *Progressive Grammar.* It is constructed on a plan of its own. Teachers have had abundant experience of misnamed Primary Grammars, and First Lines, and other grammatical skeletons, which, as they present all the hard rules of the larger works, unrelieved by illustration and explanation, are in reality more difficult than these larger works.

This book is an attempt to bring the subject of language home to children at the age when knowledge is acquired in an objective way, by practice and habit, rather than by the study of rules and definitions. "The analytic form," says Whately, "is, generally speaking, better suited for *introducing* any science in the plainest and most interesting manner; while the synthetical is the more regular and compendious form for technical study." In the *Language Lessons*, the analytic method is employed; while the synthetic is the form adopted in the *Progressive Grammar.*

In pursuance of this plan, the traditional presentation of Grammar in a bristling array of classifications, nomenclatures, and paradigms, has been wholly discarded. The pupil is brought in contact with the living language itself: he is made to deal with speech, to turn it over in a variety of ways, to handle sentences; so that he is not kept back from the exercise—so profitable and interesting—of *using* language till he has mastered the anatomy of the grammarian. Whatever of technical Grammar is here given is *evolved* from work previously *done* by the scholar.

The author is prepared to find that this plan may not suit the blind adherents of the old grammatical formalism; but he is well assured that it will meet the views of live and progressive teachers; for such teachers, in their class-room instruction, are, with remarkable unanimity, beginning to use the kind of exercises that form the body of this manual. To these he would say, This is a book out of the class-room; it is a grammar-book made by *induction* (and perhaps the first ever thus made)—the method pursued having been to collect from large numbers of school papers the difficulties that children actually encounter in speaking and writing English, and then to meet these difficulties by practice and precept.

A word as to the Exercises. *These are the book.* They are numerous and graduated, and are given from the first with a view to composition—the immediate object of the Grammar taught in the common school. The author especially solicits the attention of the teacher to these Exercises, and requests at least an experimental

following of the directions and suggestions given. Such a co-operation he feels that he is entitled to ask, in view of the novelty in the plan of the book. He is confident that pupils who have faithfully done the work here laid down will find that they have acquired a reasonable mastery of English. If there be less of lip-service than in following the old fashion, there will assuredly be more of living knowledge and available power.

WILLIAM SWINTON.

TEACHER'S NOTE. — In this work three methods of correcting the written exercises are suggested: 1. The exchanging of papers; 2. The writing of letters of criticism; 3. The placing of one or more exercises upon the blackboard as a basis of oral class-criticism. It has not been thought necessary to indicate in every case the particular plan to be pursued. The teacher should vary the method from time to time.

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LANGUAGE LESSONS.

I. INTRODUCTORY.

☞ **This Lesson is not to be committed to memory. It should be read aloud in the class, each scholar reading one paragraph.**

1. We have learned to speak the English language so as to understand what others say to us, and to make others understand what we say to them. True, we have not learned syntax and analysis, as the scholars in the First Grade have; but in real talk we are able to use common words very well.

2. We can not only speak our language, but we have made some progress in writing it. We have written letters and short compositions. All this knowledge we have gained by hearing others talk, by talking ourselves, and by studying the lessons in our Readers.

3. But our letters and compositions are not perfect. We make mistakes in spelling and in using capitals; we often employ the wrong word, or we do not put the right words together in the *right way*. We also often express ourselves badly in talking.

4. Yesterday Mary Smith said to Robert Adair, "What boys *is* the best scholars in your class?" and Robert answered, "*Me* and Willie Brown are the best." [Teacher: Who can tell what is wrong in these sentences?]

5. If Mary and Robert had known more about language, they would not have made these errors. So, if

Katy Lee had known more about our mother-tongue, she would not have declared, as she did the other day, that "she did *not* like grammar *nohow*," and that it was "the *hatefullest* study she ever *seen*."

6. The most useful, as well as the most beautiful, knowledge that we can acquire in school is the knowledge of how to express ourselves, whether in conversation or on paper—how to say in correct English what we have to say, to begin with; then how to say it so that the reader shall understand exactly our meaning; then how to say it so as to give pleasure by the form in which we put what we have to say.

7. Nowadays we must all be writers. There are what we may call professional writers—that is, persons whose business it is to write; and these address a public audience, through books, magazines, and newspapers. Now it may not be our *business* to write; yet we shall all have frequent occasion to handle the pen. A good part of our intercourse with others is necessarily carried on by writing; and even if we wrote only letters, we should still be practicing the art of writing.

8. It would be very unfortunate—would it not?—for one to be tongue-tied, or to have an impediment in his speech. Well, in this writing age, it is equally unfortunate for one not to have a ready use of the pen.

9. It is not very difficult for a pupil to learn to speak and to write correctly and clearly. And if you who are beginning the study of this book will faithfully work out the exercises here given, you will find that you will be able to express yourselves well both with the tongue and with the pen.

10. The study that teaches us to use the English language correctly in speaking and in writing is called English Grammar.

II. THE SENTENCE.

☞ **The teacher will dictate, and the pupils will write on slates or on paper, the following story:**

Two young bears left their native woods. They came to a bee-hive well stored with honey. At this discovery the bears were greatly delighted. They hastily overturned the hive. They began to eat voraciously. The bees, however, were not to be deprived of the fruit of their labor with impunity. They flew about the bears. They stung them severely in the ears and eyes. The bears tried in vain to repel the attacks of their nimble foes. They were at last forced to retreat, maddened with pain and blinded with rage. But after a while their sufferings subsided. They had leisure to reflect upon their conduct, and resolved to profit by their sad experience. Pleasure is often bought with pain.

1. In the story that you have copied there are two things to be noticed—

I. The piece is marked off into separate statements by a punctuation-mark, called the *period*, or full stop.

II. The first word of a statement begins with a *capital letter.*

2. RULE.—**Begin every statement with a capital, and end it with a period.**

☞ **Exchange papers, and see if this has been correctly done.**

3. Each of these separate statements is called a **Sentence.**

☞ **In the copied story, number the sentences 1, 2, 3, etc. What is the first sentence? The second? The third? etc.**

4. DEFINITION.—**A Sentence is a set of words making a complete statement.**

5. All our talk consists of sentences. Whenever we *say* any thing we make a sentence. We can not say any thing without using a sentence.

6. A sentence is made up of *words;* but words thrown together *at random* will not be a sentence: they must express something before they can be a sentence.

7. A pupil was told to write a sentence on *air.* She wrote these words: "The air that we breathe."

Now these words are not a sentence, for the reason that they do not by themselves make any complete statement. They might easily be worked into a sentence by saying "The air that we breathe is sweet," or "The air that we breathe is a fluid."

8. Is this a sentence?

Little drops of water, little grains of sand,
Make the mighty ocean and the pleasant land.

9. Is this a sentence?

Full many a gem of purest ray serene—

☞ **Here are some sets of words which are not sentences, because they do not make statements. Put in such words as will make them sentences.**

1. In 1492 Columbus ——.
2. The life of a farmer is ——.
3. The earth, in 365¼ days ——.
4. A band of robbers ——.
5. The story of Robinson Crusoe ——.
6. When Washington had cut the cherry-tree ——.
7. The City of New York ——.
8. The Empire of China ——.
9. The study of Grammar ——.
10. —— was a great patriot.
11. —— gives milk.
12. —— is the largest city in the world.
13. —— tells us the time of day.

TEACHER'S NOTE.—The lessons in the Reader should be turned to account in thoroughly grounding pupils in the real nature of the Sentence.

☞ **In this and the subsequent exercises, the work of one or more pupils may be written on the blackboard, and made the basis of class-criticism.**

III. SUBJECT AND PREDICATE.

1. In every sentence there are two important things to be noticed—

I. That there is *something stated*, or said.

II. That there is something named *about which* the statement is made.

Birds fly.

Here the *thing stated* is the action denoted by the word *fly*. The thing named *about which* the statement *fly* is made, is *birds*.

Music soothes.

Here what is talked about is *music;* the thing stated is that it *soothes*.

Rivers flow to the sea.

Here what is talked about is *rivers;* what is said about them is that they *flow to the sea*.

☞ **In the following sentences tell WHO or WHAT is talked about, and what is the thing STATED.**

1. Columbus discovered America.
2. Leaves have their time to fall.
3. Iron is the most useful metal.
4. The lawyer hummed an old love-tune.
5. The squirrel eyes the browning chestnuts.

2. In every sentence the thing *talked about* is called the **Subject.** The *thing stated* is called the **Predicate.**

Every sentence must contain a Subject and a Predicate. The reason of this is that every sentence must be a statement; for if there were not something stated, and something about which a statement is made, there would not be any statement at all.

N.B.—The question, "*Who (or what) is mentioned?*" will always suggest the Subject as its answer. And, "*What is said of the Subject?*" will give the Predicate.

4. In the sentence, "Columbus discovered America," who is mentioned? *Ans. Columbus.* What is said of him? *Ans. Discovered America.*

Hence in this sentence, *Columbus* is the Subject, and *discovered America* is the Predicate.

5. In the sentence, "The squirrel eyes the browning chestnuts," what is the Subject? *The squirrel.* The Predicate? *Eyes the browning chestnuts.*

☞ **Make sentences, with suitable pairs, of the following:**

Subjects..... { A dog, robin, crow, horse, baby. / The boy, the girl, the jockey, the coachman, the doctor, the teacher, the musician

Predicates..... { taught the class, will play the fiddle, shall win the race, worried a cat, will sing a song, built a nest, upset the carriage, cured the man, trundles a hoop, shall toss a ball, wants its rattle, broke the fence.

* * * Each Subject must be paired with the Predicate that suits its meaning; as, *A dog worried a cat.*

☞ **Supply suitable Subjects:**

1. —— revolves around the sun in a year.
2. —— is the season of snow and ice.
3. —— are drawn over the snow in sledges.
4. —— suffered terribly at Valley Forge.
5. —— is called the father of his country.
6. —— sail across the Atlantic Ocean.

☞ **Supply suitable Predicates:**

1. New York ——.
2. Coal ——.

3. Sounds of music ——.
4. Vessels ——.
5. The source of the Nile ——.
6. The children ——.

Exercise 1.

A.

Write a sentence on each of the following words. *Underline* all the words in the Subject, and *doubly underline* all the words in the Predicate.

MODEL. "Smoke." The smoke curls up from the chimney.

1. Smoke.
2. Desk.
3. Air.
4. Book.
5. The Steam-engine.
6. The Eagle.
7. Money.
8. Girls.

☞ **Exchange papers, and see if the Subjects and Predicates are correctly underlined.**

B.

Compose two or more sentences upon each of the following subjects:

1. Cotton. 2. Dog. 3. Patrick Henry.

☞ **Let these sentences be written on the blackboard, and be made the basis of class-criticism. Correct according to the following directions:**

1. Draw a line under each misspelled word.
2. Draw a line through each small letter that should be a capital, or capital that should be small.
3. Mark a cross where a period is omitted.

TEACHER'S NOTE.—The matter of Subject and Predicate should not be left until it is *perfectly* understood by every member of the class. Of course, at this stage no attempt is to be made to discriminate between grammatical and logical Subject and Predicate. It will be enough for the present if the pupil clearly understands that the Subject consists of all the words naming the person or thing spoken about; and the Predicate, of all the words used in making the statement.

IV. A LESSON IN CRITICISING.

1. We are now to take a lesson in *criticising* Sentences, which means pointing out their faults.

2. To show the pupil how this is done, we will take a number of examples from the last exercise as written by a class of young scholars. [See the subjects in Exercise 1, page 7.]

Example 1.—THE DOG.

The dog runs fast. The dog got runed over by a cart. The dog got out of the pound.

You see that this exercise is not well done. True, each sentence begins with a capital, and ends with a period. But the writer says the dog got *runed* over. There is no such word as *runed*. He meant that the dog *was run over*. Each sentence begins with the same words—*the dog:* this is not agreeable to the ear.

Example 2.—THE DOG.

A dog is a quadruped with four legs some dogs are very wild and some are not wild some dogs do not like to be tied all day.

Here the writer has three sentences, for there are three separate statements; yet these are all run together without periods or capitals. Correcting the exercise with regard to these things, we have—

A dog is a quadruped with four legs. Some dogs are very wild, and some are not wild. Some dogs do not like to be tied all day.

This makes it better; but why need the pupil say a quadruped *with four legs?*

Example 3.—THE DOG.

I have had some dogs that I have been very fond of. Once I had a big Newfoundland Dog. He would take

my Lunch to school. Now I have a little Dog that will fetch me the newspaper when I send him after it.

This is much better. The pupil tells something he knows about. Still, there are some mistakes in the piece. The word *dog* is written twice with a capital, where a small letter should be used, and the word *lunch* once.

Example 4.—COTTON.

Cotton grows on a bush the cotton is gathered by nigors mostly and packed in bails and sent away.

There is no period anywhere but at the end, though the writer plainly uses two sentences. His spelling of *negroes* and *bales* is surely not the best. Would not the piece be better thus? "Cotton grows on a bush. It is usually picked by negroes. Then it is packed in bales and sent away."

Example 5.—COTTON.

Cotton is largely grown in our country, being raised in Mississippi, Texas, Louisiana, Alabama, and South Carolina. Last winter my mother was in Texas, and she brought home some cotton *pods*. I did not know what they were until she told me. Our Geography has a picture of a cotton-field, with the negroes picking, and the cotton-press and the gin-house. Such a field must be a very interesting sight. I read in the newspaper a little while ago that the value of the cotton crop of 1870 was three hundred millions of dollars.

This exercise, you see, is well done. The spelling, capitalizing, and punctuation are all correct. Then what is said is not silly. The facts stated are interesting and true. This piece was written by a school-girl twelve years old. It is not quite so fine writing as Daniel Webster's, but it is probably as good as Daniel Webster could have written at twelve years of age.

Example 6.—PATRICK HENRY.

Patrick Henry lectured for his country. Patrick Henry was a nobleman. He was honored by his Country.

The periods are correctly put in, and each sentence begins with a capital. In the first sentence *country* is correctly written with a small let-

ter; but in the third, it is incorrectly written with a capital. The writer says Patrick Henry was a *nobleman:* he means a noble man. What is the difference?

REMARK TO THE PUPILS.—When you see what ignorance it shows to make mistakes in spelling and capitalizing, and to omit the period at the end of a sentence, you should be very careful to avoid all such errors. And when you feel the superiority of a piece containing sensible and interesting statements over one that is foolish or commonplace, you will surely try to do your very best.

Exercise 2.

The following sentences are printed exactly as they were written. They are on the subjects given in Exercise 1. You are to correct them with reference to—

1. Spelling. 2. Capitals. 3. The Period. 4. Any thing else that seems to need correction.

1. Some dogs are very nice some are very useful they are a good watch at night they keep all harm away from the house.

2. Dog is a very useful animal a round the house. a good dog is worth a lot of money.

3. The dog is very prety He's very savage He is very large.

4. Cotton is very use-full & callico is made from it which grows in Mississippi.

5. Thred is made of Cotton. Cotton cloth is made of cotton. Cotton growes in California.

6. New Orleans is the greatest cotton market in the world. Cotton is used for a great many different things we all wear cotton.

7. The Eagle is the bird of pray. He bilds his nest in a lofty mountain.

8. The cagle is a larg Bird. It is the emblem of the united States. A eagle flys high.

9. From the Steam Engine many people are killed and wounded it runs very fast. they run on rails.

10. Steam Engines are very useful thing they are a great deal better than Steam boats some people like the steamboat the best.

11. Pateric Henry was a great orator. Pateric Henry was an irishman. Pateric Henry was born in Ireland.

12. Patrick Henry is a very Funny name. Patrick Henry is Dead.

V. SUBJECT AND PREDICATE AGAIN.

Birds fly.
Fishes swim.
Carthage fell.

1. Are the words *birds fly* a sentence? Yes; because they make a statement, and have a Subject and a Predicate. What is the Subject? The Predicate?

2. Are these words a sentence? *Fishes swim.* Name the Subject. The Predicate.

3. *Carthage fell:* is this a sentence? Why? Give the Subject. The Predicate.

4. In each of these sentences the Subject consists of but one word, and the Predicate of but one word; hence these are the very simplest kind of sentences, for each contains but two words. *If a set of words did not contain a Subject and a Predicate, would these words be a sentence at all?*

5. In a sentence that contains but *two words*—the Subject and the Predicate—the subject may be called the simple Subject, and the Predicate may be called the simple Predicate.

6. The Subject may consist of many words, and the Predicate may consist of many words.

7. When the simple Subject takes other words with it, we say that it is *enlarged.* So with the Predicate.

ILLUSTRATION.

1. Birds fly.

This is a sentence, with a simple Subject, *birds*, and a simple Predicate, *fly*.

2. *Some* birds fly *swiftly.*

Here the subject is *enlarged* by the word *some*, and the predicate by the word *swiftly.*

3. *Some* birds *of prey* fly *very swiftly.*

Here the words *of prey* are added to the last subject, and *very* to the last predicate.

4. *Some* birds *of prey, having secured their victim,* fly *with it very swiftly to their nests.*

Here the subject and the predicate are *enlarged* by many additional words.

8. In the first form of the sentence, *birds* is the Subject, and *fly* is the Predicate. In the fourth form, the Subject is *some birds of prey, having secured their victim*, and the Predicate is *fly with it very swiftly to their nests.* The first sentence is *simple;* the other sentences are *enlarged.*

Subject.	*Predicate.*
1. Birds	fly.
2. Some birds	fly swiftly.
3. Some birds of prey	fly very swiftly.
4. Some birds of prey, having secured their victim,	fly with it very swiftly to their nests.

☞ **In like manner, enlarge the following sentences, till you make them as long as you can. Be careful to have only one Subject and one Predicate:**

1. Boys study. 2. A horse ran.

9. The principal word in the Subject of a sentence is a Name-word, because it represents the thing named; the principal word in the Predicate is a Statement-word, because it represents the thing stated, or said. Name-words are called NOUNS; Statement-words are called VERBS.

10. There are thousands of *Nouns* in our language, and also thousands of *Verbs.* When we take all the words in our language, we find that we can assort them into a few great classes. The way words are assorted into classes is by finding out their *use* in sentences—what they

do. We shall see that all English words may be grouped into *eight* classes, and these different sorts of words are called in grammar PARTS OF SPEECH. Now Nouns and Verbs are the two principal Parts of Speech, because with a Noun and a Verb we can make a sentence. The scholar, when he has learned about Nouns and Verbs, will have made a good beginning in grammar.

Exercise 3.

A.

Write out the following sentences, drawing a single line under the simple Subject, and a double line under the simple Predicate.

MODEL.—The elephant surpasses all other land animals in size.

1. The elephant surpasses all other land animals in size.
2. The cuckoo builds no nest for herself.
3. Vast prairies stretch beyond the Mississippi.
4. Before our house a prattling river runs.
5. A herd of cattle grazed in a meadow.
6. The timid bird saw the snake in the grass.
7. My father's fields produce corn.
8. Those pears may ripen on the wall.
9. Diogenes lived in a tub.

B.

Write a Sentence on each of the following words. Draw a single line under the principal word in the Subject (Noun), and a double line under the principal word in the Predicate (Verb).

1. Face. 2. Crocodile. 3. Washington.

☞ **Exchange papers, and see—**

1. Whether the spelling is correct.
2. Whether each sentence begins with a capital.
3. Whether each sentence ends with a period.
4. Whether there are any other improvements that you can make.

VI.—KINDS OF WORDS.

1. **Nouns.**—Whatever we can think of or say any thing about, has a name, and a *name* is a **Noun**:

We can speak of what we

see,	hear,	taste,	smell,	or feel.
a *hat*,	*thunder*,	*sugar*,	a *rose*,	*pain*.

We can also speak of

Boston,	*Sierra Nevada*,	the *Mississippi*,
a *city*,	a *mountain*,	a *river*,
Joseph,	Harriet,	Harry,
a *man*,	a *woman*,	a *boy*.

We can also speak of *virtue*, *goodness*, *wisdom*, *bravery*, and many other things that we can neither see nor hear. Now all these *names* are NOUNS.

2. **Verbs.**—But we can not talk about a thing without using another kind of word called a **Verb**, to express what we mean in regard to the thing named:

A desk *stands*. Thunder *roars*. Chicago *is* a city. Temperance *brings* health. John *beat* James.

☞ *Write the following* NOUNS *in one column, and the* VERBS *in another:*

1. Rain falls. 2. Smoke rises. 3. John broke the window. 4. The Thames flows. 5. Paris is a city. 6. Lucy visited Thomas. 7. The sun shines. 8. The teacher gave a holiday. 9. Robert spins a top. 10. Mary played a game.

3. **Adjectives.**—A mere name is not always a sufficiently definite sign of the meaning of a Noun. Other words, called **Adjectives**, are sometimes put beside it to denote color, shape, size, kind, quantity, etc.:

A *blue* tie. A *black* dog. A *white* swan.
A *small* letter. A *capital* letter. A *round* table.
A *fine* pear. A *sweet* apple. *Twenty* dollars.

☞ *Underline the following* ADJECTIVES:

1. The man stole a brown muff. 2. A fine brown horse won the long race. 3. Many persons saw it. 4. Pleasant weather makes us cheerful. 5. Sweet sleep brings fairy dreams. 6. Three sunny days have followed two gloomy ones.

4. **Adverbs.**—A fuller meaning is often given to the Verb, and also to the Adjective, by the use of words called **Adverbs**, to express time, place, manner, and degree:

He called *yesterday*. Go *quickly*. He will be *here to-day*. She sang *nicely*. Richard was *very* angry. He was *exceedingly* sorry.

☞ *Underline the following* ADVERBS:

1. Try again. 2. Write carefully. 3. You will soon learn. 4. She behaves well. 5. It is very easy. 6. Step backward. 7. Nobody really tries to write carelessly.

5. **Pronouns.**—A certain kind of word may be used *instead of* a Noun; namely, a **Pro-noun**. The principal **Pronouns** are:

I—me. **We—us.**
He—him. **You.**
She—her. **They—them.**
It.

☞ *Underline the following* PRONOUNS:

1. I love a rose. 2. Do you? 3. It perfumes the garden. 4. He told John we would come. 5. They brought us fruit. 6. She asked them to let her go.

6. **Prepositions.**—There are other words that have no meaning in themselves. The meaning lies in their *relation* to NOUNS. Such words are called **Prepositions**, because they are usually *placed before* Nouns:

Above reach. *Below* the table. *On* the cart.
In prison. *Before* dinner. *Behind* the door.

☞ *Underline the* PREPOSITIONS *in the following:*

1. The swallows built a nest above the window. 2. The door of the house was shut. 3. We stayed in the garden till evening. 4. He sat for some time under a tree. 5. She came before breakfast. 6. The dew is on the grass.

7. **Conjunctions.**—We sometimes wish to speak of two different things at one time, or to make two different statements about a thing. It is then necessary to *join* them by means of a **Conjunction,** such as *and, but, either, or, if.*

☞ *Underline the* CONJUNCTIONS *in the following:*

1. A cat and a dog played prettily on the floor. 2. The boy could write pretty well, but he could not read very nicely. 3. We shall improve if we study. 4. Either Charles or Edward must go to the farm. 5. John's uncle owns a horse and cart. 6. To err is human, but to forgive is divine.

8. **Interjections.**—Certain words may stand alone to express surprise, disgust, etc.

Oh! is John here? *Ah!* I wish he had come before. These are called **Interjections.**

☞ ! is the sign of an interjection or exclamation.

Exercise 4.

Name the KINDS *of words in the following, thus:*

Many	girls	and	boys	ran	quickly	through	the	open	gate.
Adj.	Noun	Conj.	Noun	Verb	Adv.	Prep.	Adj.	Adj.	Noun.

1. A horse and a dog make good companions.
2. They cheer the weary traveler on a long journey.
3. Oh! do you see the poor starving beggar?
4. Give him a crust of bread from the pantry.
5. The sheep soon reached the river, but refused to cross.
6. She is far from the land where her young hero sleeps,
   And lovers around her are sighing;
   But coldly she turns from their gaze, and weeps,
   For her heart in his grave is lying.—THOMAS MOORE.

VII.—NOUNS.

TEACHER'S NOTE.—The kind and the quantity of drill in Nouns required for young scholars will depend on their previous training. If no oral training has been given, the Teacher should have the pupils name the Nouns in their reading lessons.

1. DEFINITION.—**Nouns are Name-words.**

EXAMPLES.—*Man, boy, servant, Charles.*

Explanation.—These are names of **Persons.** All names of Persons are called **Nouns.**

EXAMPLES.—*Dog, horse, cow, cat, antelope.*

Explanation.—These are names of **Animals.** All names of Animals are called **Nouns.**

EXAMPLES.—*Town, street, city, church.*

Explanation.—These are names of **Places.** All names of Places are called **Nouns.**

EXAMPLES.—*Chair, pen, desk, fire, beauty, goodness.*

Explanation.—These are names of **Things.** All names of Things are called **Nouns.**

Thus we see that "Nouns are name-words," because they are the names of all Persons, Places, and Objects.

2. There are two kinds of Nouns—

1. Common Nouns. 2. Proper Nouns.

3. *Proper Nouns* are the names of particular persons or places or things; as *John, Washington, France, New York.*

4. Proper Nouns always begin with capitals.

5. *Common Nouns* are all ordinary names of things. They do not name particular persons or places or things, but *classes* of things; as *man, boy, country, city.*

6. It must not be thought that a Noun can not be any thing else but a subject, and that we are to look for Nouns only in the subjects of sentences. They may be in the Predicates also.

N.B.—In selecting Nouns remember that Nouns are *names of things;* and bear in mind that by things is meant not merely lifeless things, and not even things that can be seen only, but all objects, actions, qualities, places, and persons.

☞ **In the following sentences, name the** NOUNS. **There are** *two* **in each sentence.**

1. The boys are in school.
2. The gardener cut down the tree.
3. The sun rises in the morning.
4. The minister preached a sermon.
5. Sometimes we see a ship, sometimes we ship a sea.

☞ **In the following sentences, name the** NOUNS, **and tell which are** PROPER, **and which** COMMON:

1. Washington won a battle at Trenton.
2. London is the largest city in the world.
3. In going from New York to San Francisco, we crossed the Rocky Mountains.
4. We are going a-fishing next Saturday.
5. California is a great state for wheat, wool, and wine.

Exercise 5.

A.

Mention the NAMES *of things:*

1. In the school-room.
2. In the play-ground.
3. In the street.
4. Name persons you know.
5. Places you have seen or heard of.

☞ **Tell which of the Nouns you have just given are** COMMON, **and which** PROPER.

B.

Name the NOUNS, *and tell whether* PROPER *or* COMMON.

1. The bee is on the flower.
2. The bird was in the tree.
3. The cat will be in the kitchen.
4. The dog was in his kennel.
5. The horses are in the stable.
6. The bear roared in his den.
7. Where are the books?
8. Henry ran up the mountain.
9. The goat butted the child into a ditch.
10. The oak bears acorns.
11. Jerusalem is in Palestine.
12. Paris is in France.
13. Shakspeare was a great poet.
14. Webster was a great orator.

C.

Let the teacher or the pupils read aloud the following story. Then let the pupils write from memory a little composition giving in their own language the substance of the story. *Underline each* NOUN.

THE FOX AND THE STORK.

Once upon a time, Mr. Fox invited Mr. Stork to dine with him. Mr. Fox, being a joker, had nothing for dinner except some soup which was poured out in a broad shallow platter. Of course Mr. Fox lapped up the soup with the greatest ease, but Mr. Stork only dipped the point of his long bill into the soup-plate out of politeness, for he could not get even a drop of the savory dish.

Mr. Stork, who was a dry sort of a fellow, made no complaint, but a few days afterward he returned the compliment by inviting Mr. Fox to take supper with him. The supper consisted of only one dish of meat, and that was brought on in a tall glass jar with a very narrow neck. Mr. Fox looked wistfully on while his host coolly poked his long bill into the jar and ate up all the meat. The mouth of Mr. Fox watered, and he licked his jaws impatiently, but he was too wise to complain, for he saw that Mr. Stork had only paid him off in his own coin.

☞ **Exchange papers, and see—**

1. Whether the spelling, capitalizing, etc., are correct.
2. Whether the Nouns are rightly underlined.

VIII.—VERBS.

1. DEFINITION.—**Verbs are Statement-words.**

2. In sentences like these—

Men *laugh*,
Fishes *swim*,
Carthage *fell*,

there is but one word in each of the Predicates; and as in every sentence the Statement-word must be a Verb, the words *laugh*, *swim*, and *fell* are Verbs.

3. In sentences like these—

The boy *strikes* the dog,
The child *sings* a song,—

there are several words in the Predicate. Now in each of these sentences the *Verb* is the particular word used in making the statement. In the first sentence the Predicate is *strikes the dog*, and the *Verb* is *strikes;* in the second sentence the Predicate is *sings a song*, and the *Verb* is *sings.*

4. Very often there are a great many words in the Predicate. Thus,—

"Some birds of prey, having secured their victim, *fly very swiftly with it to their nests.*"

Here the Predicate consists of all the words printed in *italics;* but the *Verb* is the single word *fly.*

☞ **Name the Verbs in the following sentences:**

1. After school the children went to town.
2. Home they brought her warrior dead.
3. The wild goats live among the rocks.
4. Some birds fly very swiftly.
5. The camel is the ship of the desert.

6. The little girl said, We are seven.
7. The moon revolves around the earth.
8. Studious boys become learned men.

Exercise 6.

A.

Add Verbs telling what the following things DO.

1. The boy ——.
2. The girl ——.
3. The birds ——.
4. The clock ——.
5. Kings ——.
6. The sun ——.

B.

Add Verbs telling about the following things BEING—(*something*).

1. The apple —— sour.
2. The grapes —— ripe.
3. James —— here yesterday.
4. Soldiers ——.
5. Health ——.
6. London ——.
7. The lion ——.

C.

On NOUNS *and* VERBS.

1. *Name* six things that.....*run.*
2. " " " " .....*grow.*
3. " " " " .....*burn.*
4. *Tell* " " " horses.....*do.*
5. " " " " birds..... "
6. " " " " dogs..... "

D.

Write a sentence on each of the following subjects—drawing one line under each Noun, and two lines under each Verb.

MODEL.—The Polar bear lives in the Arctic regions.

1. The Polar bear. 2. The rainbow. 3. My cousin.

☞ **Exchange papers, and correct with reference to—**

1. Spelling. 2. Capitals. 3. The period. 4. Whether the nouns and verbs are correctly underscored.

IX. LESSON ON NUMBER.

The river flows.
The rivers flow.

1. When we compare these two sentences, we see that the Noun in the first sentence is "river;" in the second, it is "rivers."

2. The word *river* gives the idea of *one* of the things called river; but when we say *rivers*, we get an idea of *more* than one.

3. The form of the Noun which shows whether the Noun means one or more than one is called its *Number*.

4. There are two numbers of Nouns—the *Singular* Number, which denotes one object, and the *Plural* Number, which denotes more than one object.

5. Rule.—**Most Nouns form their plural by adding *s* to the singular; as star, stars; neighbor, neighbors.**

☞ **Write the Plural of the following Nouns:**

1. Plant.	5. Reaper.	9. Garden.
2. Rainbow.	6. Serpent.	10. Wheelbarrow.
3. Wall.	7. Knell.	11. Water.
4. Danger.	8. Chestnut.	12. Apple.

Note.—Not all Nouns form their plural by adding *s* to the singular; but, for the present, remember that ninety-nine Nouns out of every hundred form their Plural in this way.

6. Now let us take the Verbs in the two sentences given above.

We say, "The river flow*s*," and
We say, "The river*s* flow."

7. You will notice that with the singular, *river*, the

Verb ends in *s*—flow*s*; while with the plural form, river*s*, the Verb has not the *s*.

8. It is not correct to say, The river *flow*. Neither is it correct to say, The rivers *flows*. It is not correct, because this is not the way well-educated people speak English.

9. Rule.—**The Singular Number of a Verb denoting Present Time ends in *s*; the Plural lacks the *s*.**

☞ Remember the rule for the plural of Nouns and the plural of Verbs, by remembering that the rule for putting the *s* to Verbs si just the reverse of the rule for putting it to Nouns.

***S* is the ending of a Plural Noun and of a Singular Verb.**

10. The most important principle in the English language is that the Verb follows the number of its subject; that is—

If the Noun is singular, the Verb must be singular.
If the Noun is plural, the Verb must be plural.

11. This is expressed in the following

Rule of Agreement.—**A Verb must agree with its Subject in Number.**

The horse works.

Here the Verb *works* agrees in Number with its subject *horse*. *Works* is singular because *horse* is singular.

The horses work.

Here the Verb *work* agrees in number with *horses*. *Work* is plural because *horses* is plural.

☞ **Are the following sentences good English?**

1. Some boys *writes* carefully.
2. The splendor *fall* on castle walls.
3. The tops of the masts *appears* above the horizon.

☞ **Write the following sentence:**

The brave soldier falls in battle.

Now write the sentence so as to make it say that *more than one* brave soldier falls in battle.

☞ **Write this sentence:**

The stars begin to twinkle.

Change it so as to make it speak of but *one* star.

Exercise 7.

A.

In the following sentences, change the PLURAL *subjects to* SINGULAR, *and their* PLURAL VERBS *to* SINGULAR.

MODEL.—"The gate of the palace opens."

1. The gates of the palace open.
2. The thunders bellow over the waste of waters.
3. The schools re-open in September.
4. The greatest plateaus seem to be in Asia.
5. Little boys drive fat cows.
6. Great designs often fail of accomplishment.
7. Persons become used to hardships and dangers.

B.

In the following sentences, change the SINGULAR SUBJECTS *to* PLURAL, *and make their* VERBS *agree with them.*

1. The industrious boy works hard.
2. But, hush! hark! a deep sound strikes like a rising knell.
3. A dog knows the master.
4. The squirrel eyes the chestnuts browning.
5. The flower of the tea-plant resembles wild roses.
6. The blackbird sings earlier than any of the other songsters.
7. The bee provides against want by making plenty of honey in summer.
8. The apple ripens in the month of August.

☞ **Exchange papers for correction.**

X. IRREGULAR NUMBERS.

1. We have learned the regular way of forming the plural of Nouns. Now we must learn about those Nouns that do not form their plural in the regular way.

2. First let us see the most irregular of all the Nouns.

Singular.	*Plural.*
Ox.	Oxen.
Child.	Children.
Man.	Men.
Woman.	Women.
Foot.	Feet.
Goose.	Geese.
Mouse.	Mice.
Tooth.	Teeth.
Sheep.	Sheep.
Deer.	Deer.
Penny.	Pence.

NOTE.—These are old English Nouns, as they were used before it was the settled custom to form the plural of Nouns by adding *s* to the singular. You must learn these words, if you do not already know them, so that you may be able to spell their plurals with perfect ease and accuracy.

3. We have seen that the singular of Verbs of present time generally ends in *s*, and that it differs from the plural only in having the *s*. Now, just as there are irregular plurals of *Nouns*, so there are a few irregular plurals of *Verbs*. Thus—

The Plural of *is* is.....*are*.
" " " *was* is.....*were*.
" " " *has* is.....*have*.

4. As far as regards *number* in Verbs, these are almost the only very irregular forms. No doubt you know them already; but you must be very careful in every case to use the correct form of these words—that is, the form that will make the Verb agree with its Subject in Number.

EXAMPLE.—The sentence, "The children *has* gone to school," is incorrect, because the Verb *has* does not agree in number with its subject, *children*, since *children* is plural, while *has* is singular.

Exercise 8.

A.

1. Write a sentence introducing *man* in the plural.
2. Write a sentence introducing *mice* in the singular.
3. Write a sentence introducing *child* in the plural.
4. Write a sentence introducing *penny* in the plural.
5. Write a sentence introducing *feet* in the singular.
6. Write a sentence introducing *ox* in the plural.
7. Write a sentence introducing *sheep* in the singular.
8. Write a sentence introducing *sheep* in the plural.
9. Write a sentence introducing *teeth* in the singular.
10. Write a sentence introducing *woman* in the plural.
11. Write a sentence introducing *geese* in the singular.
12. Write a sentence introducing *pence* in the singular.

B.

Write these sentences so as to make each statement in the SINGULAR *number.*

MODEL.—"Dutiful children obey their parents." *Changed*—A dutiful child obeys its parents.

1. Dutiful children obey their parents.
2. Men are mortal.
3. Sheep have valuable wool on their backs.
4. The oxen tread out the corn.
5. Little women sometimes have great minds.
6. These deer roam wild over the mountains.
7. The schools are conducted very well.

C.

Write these sentences so as to make each statement in the PLURAL *number.*

MODEL.—"My boy's tooth is decayed by eating sweetmeats." *Changed*—My boy's teeth are decayed by eating sweetmeats.

1. My boy's tooth is decayed by eating sweetmeats.
2. A goose by cackling is said to have saved Rome.
3. The mouse has been nibbling at the cheese.
4. The ox browses in the green meadow.
5. The sheep furnishes us with an important article used in making clothing.
6. A man of words and not of deeds
   Is like a garden full of weeds.
7. An honest man is the noblest work of God.
8. The child likes to play.
9. The woman washes clothes on the beach.
10. A deer is a beautiful animal.
11. The child is father of the man.
12. The ox was drawing the team.

D.

The following mistakes were made by pupils in writing some of the sentences in C. *Correct them.*

1. Gees by cackling are said to have saved Rome.
2. Geece by cackling have said to have saved Rome.
3. The geese by cackling is said to have saved Rome.
4. The oxen brows in the green meadow.
5. Oxen browes in the green meadow.
6. Honest men is the noblest work of God.
7. Men of words and not of deads
   Are like a garden full of weads.
8. Men of words and not of deeds
   Is like gardens full of weeds.
9. These deer roams wild over the mountains.
10. The mice has been nibbling at the chees.
11. Sheep furnishes us with an important article of clothing.
12. My boys' tooth is decayed by eating sweetmeats.

XI. MORE IRREGULAR SINGULARS AND PLURALS.

1. In this lesson will be shown all the other irregularities in the *number* of Nouns and of Verbs.

2. ENDING IN Y.—In adding *s* to a noun or to a verb ending in *y*, preceded by a consonant, the *y* must first be changed for *ie*.

NOTE.—Remember that the *s* is added to the *singular* of a *noun* to make it *plural*, and to the *plural* of a *verb* to make it *singular*.

ILLUSTRATION.

Noun: *Singular*—beauty. *Plural*—beauties.
Verb: *Plural*—beautify. *Singular*—beautifies.

3. But if the *y* is preceded by a vowel, the *s* is added without any change.

ILLUSTRATION.

Noun: *Singular*—valley. *Plural*—valleys.
Verb: *Plural*—survey. *Singular*—surveys.

4. ENDING IN S HARD.—When a noun or a verb ends in *s*, *sh*, *ch*, *x*, or *z*, *es* must be added.

ILLUSTRATIONS.—NOUNS.

Singular.	*Plural.*
Glass.	Glass-es.
Bush.	Bush-es.
Church.	Church-es.
Fox.	Fox-es.

ILLUSTRATIONS.—VERBS.

Plural.	*Singular.*
Pass.	Pass-es.
Rush.	Rush-es.
Lunch.	Lunch-es.
Box.	Box-es.

NOTE.—Let the teacher show *vivâ voce* that it is absolutely necessary the connecting vowel *e* should be inserted in such cases, as otherwise the *s* sound could not be heard when added. We can not pronounce glass+s; church+s; rush+s; etc.

5. ENDING IN O.—Most Nouns and Verbs ending in *o* preceded by a consonant take *e* before adding *s*.

ILLUSTRATION.—NOUNS.

Singular.	*Plural.*
Cargo.	Cargo-es.
Negro.	Negro-es.

ILLUSTRATION.—VERBS.

Plural.	*Singular.*
Do.	Does.
Go.	Goes.

NOTE 1.—It is only *some* nouns that take the *e*. Others, like *motto*, *grotto*, etc., take the *s* without any addition of the *e*.

NOTE 2.—*Does* and *goes* are almost the only instances of the kind among verbs.

6. ENDING IN THE F SOUND.—Most Nouns ending in *f* or *fe* form their plural by changing the *f* or *fe* into *ve* and adding *s*.

ILLUSTRATIONS.

Singular.	*Plural.*
Leaf.	Leaves.
Wife.	Wives.
Thief.	Thieves.

Exercise 9.

A.

Write the PLURALS *of the following Nouns:*

1. Lady. 2. Baby. 3. Daisy. 4. Cherry. 5. Ferry. 6. Story. 7. Army. 8. Party. 9. Penny. 10. Navy. 11. Ivy. 12. Pony. 13. Valley. 14. Money. 15. Turkey. 16. Donkey. 17. Chimney. 18. Journey. 19. Pulley. 20. Jockey. 21. Monkey. 22. Survey.

B.

Write the PLURALS *of the following Nouns:*

1. Half. 2. Calf. 3. Thief. 4. Leaf. 5. Roof. 6. Princess. 7. Wharf. 8. Wife. 9. Knife. 10. Life. 11. Tax. 12. Patriarch. 13. Bush. 14. Skirmish. 15. Pinch. 16. Monarch. 17. Chorus. 18. Moss. 19. Hero. 20. Tyro. 21. Motto.

C.

Write the SINGULARS *of the following Verbs:*

1. Try. 2. Pity. 3. Spy. 4. Bully. 5. Glory. 6. Study. 7. Reply. 8. Carry. 9. Copy. 10. Fancy. 11. Survey. 12. Betray. 13. Array. 14. Pay. 15. Fife. 16. Tax. 17. Push. 18. Wish.

D.

1. Write a sentence throwing into the plural form the statement that, *The Valley rejoices.*

2. Write in the singular form this sentence: *Philosophers survey mankind from China to Peru.*

3. *The Cargo has arrived:* write a sentence stating that *more than one* has arrived.

4. Write in the singular form the statement: *Good wives wish to please their husbands.*

5. Write in the plural form the statement: *A man tries to be rich.*

6. *Monarchs tax their subjects:* write this in the singular form.

7. Write in the singular form: *Monkeys flourish in Africa.*

8. Write a sentence with the *noun* "journey" in the plural; another with the *verb* "journey" in the singular.

9. A sentence with the *noun* "dress" in the singular; another with the *verb* "dress" in the plural.

10. A sentence containing *box* as a noun, and *box* as a verb.

E.

Tell whether the words in ITALICS *are* NOUNS *or* VERBS; *tell also the* NUMBER.

1. I do not care a *rush.* 2. The armies *rush* on to battle. 3. Fifty per cent. is a heavy *tax.* 4. You *tax* my patience. 5. Carpenters *roof* houses. 6. Cats make music on the *roof.* 7. We must take a *survey* of this subject. 8. We must *survey* it. 9. Sometimes we see a *ship.* 10. Sometimes we *ship* a sea.

XII. A LETTER CRITICISING AN EXERCISE.

TEACHER'S NOTE.—In the plan of this book, it is an essential feature that pupils should become the critics of one another's performances. Facility and correctness of expression can be acquired only by frequent and even daily practice, and exercises can be made frequent only when the teacher is relieved from the task of correcting masses of papers. Now one of the best ways of doing this work is for the pupil to make his criticism in the form of a letter addressed to the teacher. It is only by reiterated practice that boys and girls attain correctness in the arrangement of the parts of a letter—in the dating, address, paragraphing, etc. Criticisms made in letter form will give the necessary drill, and as the scholars will always have some definite subject to write upon, the task will be done with pleasure and alacrity. The criticism need not be required to go beyond what the pupil has already learned in this book.

We will now write out a criticism in the form of a letter addressed to the teacher. The following model will show how this should be done.

The Exercise.

The sheep is a verry useful animal if it were not for the sheep we should have no close. Some farmers has them and get there wool. John Smith.

The Letter of Criticism.

Schoolville, Connecticut, May 1, 1863.

Dear Sir:

I have to make the following report on John Smith's composition.

There are meant to be three sentences in this composition; but it has only two periods. There should be a period after the word animal, which ends the first sentence.

In spelling, I find three errors. *Very* is spelled *verry; clothes* is spelled *close;* and *their* is spelled *there.*

The last sentence contains a blunder in the use of the verb. The writer says *some farmers has.* But the verb should be *have,* according to the rule, "Verbs agree with their Subjects in Number."

Very truly yours,

Gould Brown.

To Mr. Richard Cherrible.

XIII. ADJECTIVES.

1. Thus far, the only kind of sentence that we really understand is this:

Flowers bloom. *Water ripples.* *Art refines.*

That is, we understand only about the simple Subject, which is a Noun, and about the simple Predicate, which is a Verb.

2. But it is often necessary to describe or limit the Noun in some way, and also to tell something about the statement made by the Verb.

3. Thus, we may wish to say—

Beautiful flowers bloom.

And we may wish to say—

Beautiful flowers bloom *early.*

4. Whenever we employ a word to describe or limit a noun, we are using what is called an ADJECTIVE. *Beautiful* is an Adjective. Whenever we employ a word to describe or limit the meaning of a Verb, we are using what is called an ADVERB. *Early* is an Adverb.

5. Write these sentences:

1. A *big* fire burns brightly.
2. *Three* carts were going along the road.
3. Bring me *that* book.

The word *big* is added to *fire*, to tell what sort of fire it is; the word *three* is added to *carts*, to tell how many carts there were; and the word *that* is added to *book*, to tell which book is meant.

6. DEFINITION.—**Adjectives describe or limit Nouns.**

7. Some **Adjectives** show the *quality* of a thing:

Color	A *white* horse. A *black* dog. A *red* book. A *yellow* flower. A *purple* dress. A *crimson* sash.
Size	A *large* house. A *small* cottage. A *broad* road. A *narrow* path. A *low* chimney. A *tall* chimney.
Kind	A *soft* bed. A *pleasant* bed. A *hard* rock. *Soft* sand. A *fierce* tiger. A *gentle* lamb. *Fine* weather. A *sweet* apple. A *strong* hand. A *brave* heart.

8. Some **Adjectives** show the *quantity* of a thing:

Number.	1. *Fixed.*	*One* ox. *Two* oxen. *Three* cows. The *first* fox. The *third* horse. The *fourth* dog.
	2. *Uncertain.*	*Some* persons. *Other* persons. *All* children. *Many* children. *Several* women. *Few* girls. *Most* boys. *No* persons. *Each* individual. *Every* traveler. *Either* man. *Neither* woman.
Mass or Bulk.		*Some* tea. *Much* sugar. *Little* milk. *Any* bread.

9. One kind of **Adjective** serves merely to *point out* the thing named:—

This horse (the *nearer* one pointed at).
That horse (the *farther* one pointed at).
The horse (a particular horse to which attention is called).
A horse (one of that kind of animal).

10. But *a* and *the* have a particular name of their own. They are called the **Articles**.

11. *A* is called the Indefinite article; *the*, the Definite article.

12. *An* is used before words beginning with vowel sounds; *A* before words beginning with consonant sounds.

EXAMPLES.—*A* man; *a* house; *a* year; *a* wonder; *a* use. *An* art; *an* end; *an* heir; *an* urn.

NOTE.—*A, E, I, O, U* are the vowels. *W* and *Y* are consonants when they begin a syllable; otherwise, vowels.

13. Adjectives formed from Proper Nouns are called Proper Adjectives. They are illustrated in the following sentences:

1. The *Russian* Government is a despotism.
2. The *Italian* people are fond of music.
3. The *American* Constitution is a monument of political wisdom.

Nouns.	*Adjectives.*
Russia.	Russian.
Italy.	Italian.
America.	American.

14. As Proper *Nouns* are always written with capitals, so *Adjectives* derived from them are also written with capitals.

☞ **Name the mistakes in the following:**

"The *russian* government," "The *italian* people."

15. The Adjective formed from the Proper Noun "Switzerland," is Swiss; from the Proper Noun "China," is Chinese.

☞ **Write the Adjectives formed from the following Proper Nouns:**

1. Spain.	5. Germany.	9. Turkey.
2. Scotland.	6. Ireland.	10. California.
3. Japan.	7. Africa.	11. Paris.
4. Cuba.	8. Australia.	12. Baltimore.

Exercise 11.

A.

Select the ADJECTIVES.

1. The dashing waves beat on a rock-bound coast.
2. A large garden is not always a profitable garden.
3. A handsome flower is not always a sweet-smelling flower.
4. Gold, wheat, and wine are three great California productions.
5. Some men murmur when their sky is clear.
6. There is a special providence in the fall of a sparrow.

7. In the 16th century, the Spanish nation was one of the leading European powers.
8. All horned animals are ruminant.
9. The cutting of the Dutch dikes let in the waters and drove out the Spanish invaders.

B.

Write a sentence on each of the following subjects, introducing a NOUN, *an* ADJECTIVE, *and a* VERB. Number the *Nouns* 1; the *Verbs* 2; and the *Adjectives* 3.

MODEL.—Trees: "Immense trees grow in California."

1. Trees. 2. The Rainbow. 3. Army. 4. Railroad.

☞ **Exchange papers for correction.**

C.

Write sentences introducing the ADJECTIVE *forms of the following Proper Nouns. Underline the* ADJECTIVES.

MODEL.—Switzerland: "*Swiss* scenery is celebrated for its beauty."

1. Sweden. 2. Holland. 3. Peru. 4. Japan.

D.

In writing the last requirement, the following mistakes were made by pupils in a young class. *Correct them.*

1. The *Sweedish* people all live near each other.
2. The man was a *Sweedener*.
3. Some *holland* people are coming here.
4. A *Holand* merchant has just arrived.
5. The *peru* girls have just landed.
6. That is a *Peruan* family.
7. The *Puru* people are dark complected.
8. He is a *Japanees* actor.
9. The *Japan* customs are like the Chinese.
10. She does not like the *Japenese* ladies.

E.

The teacher or the pupils will read over the following piece, and then the pupils will make an abstract of it from memory. *Underline all the* ADJECTIVES.

☞ **Exchange papers, and correct with reference to—**

1. Spelling. 2. Capitals. 3. Agreement of Verbs. 4. Whether the Adjectives are correctly underlined.

FIVE PEAS IN ONE POD.—[*Adapted from Hans Andersen.*]

Once there were five peas growing in one pod. The peas were green, the pod was green, the vine was green, the leaves were green, and they thought all the world was green. The warm sun shone on the vine—the summer rain watered it. The shell grew larger, and the peas grew bigger and bigger.

"Are we to lie here cooped up forever?" asked one.

"I am tired of it," said another.

"I fear we shall become hard," said a third.

"I want to see what there is outside," said a fourth; while the fifth, a very little pea, cried because he could not get out.

At length the vine turned yellow, the pod turned yellow, and the peas turned yellow.

"All the world is turning yellow," said the peas, with one voice.

Then there came an earthquake, the pod burst open with a crack, and all five peas rolled out into the yellow sunshine. A little boy clutched them, and said they were fine peas for his pea-shooter. He put the biggest one into his gun, and shot it out.

"Catch me if you can," said the big pea.

"I shall fly straight into the sun," said the next one.

"I shall travel farthest," said the third pea.

"Let me alone," said the fourth.

"What is to be will be," said the little pea, as he shot up and lodged in an empty flower-pot in the window of a room where lay a poor sick girl.

Pretty soon the little pea sprouted, and began to grow up into a beautiful vine.

"Dear mother, I think I shall get well," said the little girl one day; "for my pea is growing famously."

"God grant it," said the mother; and she took a stick and tied a string to it, so that the green vine might have something to cling to.

After many days there stood a beautiful pink pea-blossom smiling in the warm sunshine. The little girl kissed it, and said, "Now I am sure I am going to get well."

XIV. COMPARISON OF ADJECTIVES.

A *tall* man.
A *taller* man.
The *tallest* man.

1. Here are three Adjectives—*tall*, *taller*, *tallest*. You see that *taller* and *tallest* have a kind of relationship to *tall*. You see that *taller* is just tall+er, and *tallest*, tall+est.

2. When we hear a *taller* man spoken of, we get the idea that, comparing him with some other man, the *taller* has *more* of the quality that we call *tallness*. Also that the *tallest* man has the *most* of this quality.

3. In Grammar, such a change of Adjectives as from *tall* to *taller* and *tallest* is called COMPARISON.

Taller is called the *Comparative* Degree.

Tallest is called the *Superlative* (or very highest) Degree.

Tall—the simple form of the Adjective—is called the *Positive* Degree.

4. RULE.—**The Comparative Degree is formed by adding ER to the Positive.**

5. RULE.—**The Superlative Degree is formed by adding EST to the Positive.**

ILLUSTRATIONS.

Positive.	*Comparative.*	*Superlative.*
Sharp.	Sharp*er*.	Sharp*est*.
Grand.	Grand*er*.	Grand*est*.

NOTE.—It is important to note that the addition of *er* and *est* sometimes causes the root-word to undergo certain changes of form.

ILLUSTRATIONS.

Blue+er = not *blueer*, but *bluer*.
Red+er = not *reder*, but *redder*.
Happy+er = not *happyer*, but *happier*.

RULES FOR SPELLING ADJECTIVES.—I. When an Adjective ends in *e*, the *e* is dropped before adding *er* and *est*.

II. When an Adjective ends in a single consonant preceded by a single vowel, that single consonant is doubled before *er* and *est*. Red + er = redder; but sweet + er = *sweeter*, because the *t* is preceded by *two* vowels.

III. When an Adjective ends in *y* preceded by a consonant, the *y* is changed to *i* before adding *er* and *est*. Happy + er = *happier*; but gray + er = *grayer*, because the *y* is *not* preceded by a consonant.

☞ **Pupils will write out the following Comparatives and Superlatives:**

1. Nice+er+est.
2. Pretty+er+est.
3. Hot+er+est.
4. Neat+er+est.
5. Tame+er+est.

6. When adding *er* and *est* would make a word too long to be pleasant to the ear, we form the Comparative by putting *more* before the Positive, and the Superlative by putting *most* before the Positive; as *beautiful*, *more beautiful*, *most beautiful*.

☞ **Form the Comparative and Superlative of—**

1. Doleful. 2. Generous. 3. Terrible.

7. There are some old English Adjectives whose Comparatives and Superlatives are not formed in the ordinary way.

Bad	Worse	Worst.
Good	Better	Best.
Little	Less	Least.
Many	More	Most.
Much	More	Most.

Exercise 12.

A.

Select the ADJECTIVES, *and tell the* DEGREE *of Comparison.*

1. The best exercise. 2. A prudent man. 3. Most excellent advice. 4. A bigger basket. 5. The strongest ox. 6. The most learned of men. 7. A very elegant dress. 8. A useful invention. 9. A magnificent Italian sunrise. 10. The prettiest girl.

B.

Make sentences containing these Adjectives:

1. Brilliant. 2. Skillful. 3. Wooden. 4. Interesting. 5. More devoted. 6. Imperfect. 7. Zealous. 8. Most pleasant. 9. Pleasanter. 10. Worst.

☞ **Exchange papers, and write letters of criticism.**

C.

1. Write a sentence stating that John possesses a *greater degree of wisdom* than Alexander, expressing the italicized words by *one Adjective.*

MODEL.—John is *wiser* than Alexander.

2. Write a sentence stating that sugar possesses the *greatest degree of sweetness* of all substances. [One Adjective for *italicized words.*]

3. Write a sentence stating that contentment has *more of the quality of goodness* than wealth. [One Adjective for *italicized words.*]

4. Write a sentence stating that Bismarck has the *greatest ability* of all the statesmen now living.

5. What is the mountain that has the *greatest degree of loftiness* in the world? [Give the answer in a sentence containing the adjective in the superlative degree.]

6. Write a sentence stating that the Mississippi has *greater* length than the Amazon. [One Adjective for *italicized words.*]

XV. SENTENCES WITH ADJECTIVES.

1. A Noun may have *one* Adjective to describe it, or it may have many Adjectives.

1. *Good* wine is the best.
2. *Good, old* wine is the best.
3. *Good, old, red* wine is the best.

1. The Mississippi is *longer* than the Connecticut.
2. The Mississippi is *longer* and *wider* than the Connecticut.
3. The Mississippi is *longer*, *wider*, and *grander* than the Connecticut.

1. Bacon was the *brightest* of mankind.
2. Bacon was the *brightest* and *wisest* of mankind.
3. Bacon was the *brightest*, *wisest*, and *meanest* of mankind.

2. PUNCTUATION.—In a series of Adjectives belonging to the same Noun, a comma is placed after each Adjective except the last; but when *two* Adjectives are linked by *and* or *or*, the comma is omitted.

ILLUSTRATIONS.

1. "*Good, old* wine is the best"—one comma to separate the two Adjectives.

2. "The Mississippi is *longer* and *wider* than the Connecticut"—*two* Adjectives linked by *and;* hence not separated by a comma.

3. "*Good, old, red* wine is the best"—two commas to separate the three Adjectives.

4. "The Mississippi is *longer*, *wider*, and *grander* than the Connecticut"—two commas used to separate the three Adjectives.

3. The sentence,

Bacon was the brightest, wisest, meanest of mankind—may be broken up into the following statements:

1. Bacon was the brightest of mankind.
2. Bacon was the wisest of mankind.
3. Bacon was the meanest of mankind.

4. In like manner, a number of separate statements may be combined into one simple sentence, by taking out the Adjective part from each.

ILLUSTRATION.

1. In the morning, a sailor came on board.
2. He was a fat sailor.
3. He was a jolly sailor.
4. He was a red-nosed sailor.

Combined: "In the morning, a fat, jolly, red-nosed sailor came on board."

Exercise 13.

A.

Combine each set into one simple sentence by taking out the ADJECTIVE *part from each statement, as in the model above.*

1. One day my mother gave me an orange.
2. It was a very large orange.
3. It was a round orange.
4. It was a red orange.
5. It was a sweet orange.

1. Last Christmas my father gave me a dress.
2. It was a new dress.
3. It was a silk dress.
4. It was a costly dress.
5. Its color was blue.
6. It was a beautiful dress.

1. I once had a friend.
2. She was a true friend.
3. She was a generous friend.
4. She was a noble-hearted friend.
5. She was a loving friend.

1. James Webster lost some marbles.
2. They were small marbles.
3. They were round marbles.
4. They were white marbles.
5. They were polished marbles.

1. A boy ran away from school yesterday.
2. He was a cross boy.
3. He was a quarrelsome boy.
4. He was a lazy boy.

1. The speaker had a voice.
2. It was a shrill voice.
3. It was a thin voice.
4. It was a piping voice.
5. It was a disagreeable voice.

1. The Himalayas extend across Asia.
2. The Himalayas are lofty.
3. The Himalayas are majestic.
4. The Himalayas are snow-capped.

☞ **Exchange papers for correction. Attend particularly to the punctuation of the Adjectives.**

B.

In the following passages, punctuate the ADJECTIVES.

1. The sailor had a large strong hard and sunburned hand.

2. The garden was filled with rare costly beautiful sweet-scented flowers.

3. Hattie had a short sensible well written well spelled and well punctuated composition.

4. The Condor is the largest strongest swiftest and most tireless of birds of prey.

5. The lofty majestic snow-capped Himalayas extend across Asia from east to west.

XVI. PREDICATE ADJECTIVES.

1. The Adjectives that we have thus far taken notice of have been Adjectives that have preceded the Nouns they described. Thus—

1. *Beautiful* flowers bloom.
2. The *blue* sky shines above us.

2. Adjectives always belong to *Nouns*, but they do not always precede the Nouns that they belong to.

ILLUSTRATIONS.

1. The flowers are *beautiful*.
2. The sky is *blue*.

Beautiful and *blue* are just as much Adjectives in these sentences as they are in the first sentences, and they belong to exactly the same Nouns. In both cases *beautiful* describes "flowers," and *blue* describes "sky." But in the last sentences they are in the *Predicate*.

3. An Adjective *always* either accompanies the Noun it describes, or else it is in the Predicate after the Verb *be*. In the latter case the Noun it describes is the *Subject* of the sentence. Thus, in the sentence "The flowers are beautiful," the Subject is *flowers*, and it is described by the Adjective *beautiful*. Such an Adjective is called a *Predicate Adjective*.

ILLUSTRATIONS.

1. In summer the days are *long*.

Here *long* is the Predicate Adjective, and limits *days*.

2. Washington was *brave*, *prudent*, and *wise*.

Brave, *prudent*, and *wise*, are Predicate Adjectives limiting *Washington*.

4. Punctuate Predicate Adjectives in the same way as Adjectives that precede Nouns.

Exercise 14.

A.

1. Make a sentence telling three qualities of the ocean—expressing the qualities by *Predicate Adjectives.*

MODEL.—The Ocean is *deep*, *dark*, and *stormy.*

2. Make a sentence telling two qualities of *glass.*

3. Tell what Franklin *was*, by means of two Predicate Adjectives.

4. Describe *trees* by using three Predicate Adjectives.

5. Make a sentence mentioning three qualities of the *camel.*

6. Describe *our country* by means of two Predicate Adjectives.

7. Describe the Himalayas by means of three Predicate Adjectives.

8. Write a sentence saying four things about *our dog* —— [*Predicate Adjectives.*]

9. *Napoleon was* ——— [*Two Predicate Adjectives.*]

10. *Washington was* ——— [*Three Predicate Adjectives.*]

☞ **Exchange Papers, and write letters of criticism.**

B.

Let the following piece be read aloud, and then an abstract of it be written by the pupils. *Underline the* ADJECTIVES.

SILK.

We get silk from a caterpillar called the silk-worm. This little creature is green in color, and feeds on the leaves of the mulberry-tree. It is hatched from an egg about the size of a mustard-seed, and changes its skin four times before it reaches its full size. When full grown it leaves off eating, and covers itself over with a pretty silken case, inside of which the little spinner goes to sleep for some time. When its sleep is over it makes a hole in its case, and comes out in the shape of a small butterfly, which lays a number of eggs and then dies. It is from the case or ball spun by the silk-worm that all our silk is made. The balls, or cocoons, as they are called, are thrown into warm water, to loosen the gum with which the silk-worm glues the threads together. Then four or five of the threads are fastened to a reel and wound. In this state it is called *raw silk;* and it is next sent to the silk-mill, to be prepared for the weaver. The silk-worm is now raised in this country. The best silk comes from China, where silk-worms were reared and silk was woven into cloth hundreds of years ago.

XVII. ADJECTIVE FORM OF NOUNS.

1. We are now to learn about a peculiar kind of Adjectives, which may be called *Noun* Adjectives.

2. Compare—

His coat.....with.....*John's* coat.
The *small* shoes.....with.....*ladies'* shoes.
A *fine* house.....with.....*father's* house.

His, Small, Fine } are Adjectives.

3. Now what shall we say about *John's*, and *ladies'*, and *father's?* These words seem to have the same use as *his*, and *small*, and *fine*, for each of these words limits the Noun with which it is joined. The words *John's*, *ladies'*, *father's*, have no meaning by themselves. When we hear them spoken, we ask John's *what?* father's *what?* They must be used with some noun, and hence such words have the use of Adjectives.

4. Words like *John's*, *father's*, are generally called Nouns in the *Possessive Case.* Thus *John's* is said to be the Possessive Case of *John; father's*, the Possessive Case of *father.* But, in fact, they are *Adjective forms of Nouns.*

Subject form—father; *Adjective form*—father's.

6. Rule I.—**The Possessive Singular of a Noun is formed by adding apostrophe and s ('s) to the subject form of the Noun.** Thus, subject form, *boy;* possessive form, *boy's; man:* possessive, *man's; horse:* possessive, *horse's.*

7. Rule II.—**The Possessive Plural of Nouns that have their plural in s (that is, Regular plural) is formed by**

writing merely the apostrophe after the s. Thus, plural subject form, *boys:* possessive, *boys'; ladies:* possessive, *ladies'*. But if the plural does not end in s, as *men*, then add apostrophe and s for the plural. Thus, *men:* possessive, *men's*.

ILLUSTRATIONS.

Subject Form.	*Possessive Singular.*	*Possessive Plural.*
Lion.	Lion's.	Lions'.
Scholar.	Scholar's.	Scholars'.
Valley.	Valley's.	Valleys'.
City.	City's.	Cities'.
Wife.	Wife's.	Wives'.
Potato.	Potato's.	Potatoes'.
Fox.	Fox's.	Foxes'.
Calf.	Calf's.	Calves'.
Dwarf.	Dwarf's.	Dwarfs'.
Tooth.	Tooth's.	Teeth's.
Brooch.	Brooch's.	Brooches'.
Sheep.	Sheep's.	Sheep's.
Child.	Child's.	Children's.
Moses.	Moses's.	(No plural.)
Davis.	Davis's.	(No plural.)
Jacobs.	Jacobs's.	(No plural.)
James.	James's.	(No plural.)

EXPLANATION.

By looking down the middle column, and comparing the words there with their subject-form, you will see that it is hardly possible to make a mistake in writing the possessive singular, for all you have to do is to add apostrophe and *s* to the subject-form; and if you can spell *that*, you can spell the possessive correctly. But the possessive plural is much more difficult to write. The reason is, that you must first have correctly the subject-form of the plural; and if you do not have perfectly in your mind the different ways of making the plural, you may fall into error in writing the possessive. Thus, for example, the possessive plural of *city* is *cities'*, not *citys'*, for the reason that the possessive plural is formed by adding the apostrophe to the plural subject-form, and the plural subject-form is *cities*, the *y* being changed into *ie*,

because preceded by a consonant, and *s* added. (See page 28.) On the other hand, the possessive plural of *valley* is *valleys'*, because the subject plural is *valleys*.

☞ **The scholars may give the reason for the spelling of all the Possessive Plurals in the above list.**

Exercise 15.

A.

Put the following expressions into the POSSESSIVE *form:*

MODEL.—"The bonnet of Mary:" Possessive form—*Mary's bonnet.*

1. The bonnet of Mary. 2. The Church of St. Stephen. 3. The house of Mr. Jacob. 4. The house of Mr. Jacobs. 5. The carriage of the Empress. 6. The lap-dog of the Duchess. 7. For the sake of pity. 8. The tail of the sheep. 9. The tails of several sheep. 10. The hoofs of the oxen.

B.

Write the following Singular Possessives in the PLURAL *form:*

1. The horse's teeth. 2. The deer's horns. 3. The child's playthings. 4. The hero's harp; the lover's lute. 5. A woman's dress. 6. The soldier's gun. 7. Our teacher's greatest desire. 8. A prince's favor. 9. The sparrow's nest. 10. The gentleman's umbrella.

C.

1. Write a sentence on the *elephant*, using the Possessive form in the singular.

2. Write a sentence on *our country*, using the Possessive form in the singular.

3. Write a sentence on *lady*, using the Possessive form in the plural.

4. Write a sentence on *crocodile*, using the Possessive form in the plural.

5. Write a sentence on *sheep*, using the Possessive form in both the singular and the plural.

6. Write a sentence on *calf*, using the Possessive form in the plural.

☞ **Exchange papers for correction. Write letters to your teacher, pointing out the mistakes in your classmate's exercise, so far as regards the Possessive Nouns.**

XVIII. ADVERBS.

The big fire burns brightly.
That book is exceedingly dear.
Some birds fly very swiftly.

1. The word *brightly* modifies the meaning of the Verb *burns; exceedingly* modifies the meaning of the Adjective *dear; very* modifies the meaning of the Adverb *swiftly. Brightly, exceedingly, very,* are called ADVERBS.

2. DEFINITION.—**An Adverb is a word which modifies the meaning of a Verb, of an Adjective, or of another Adverb.**

3. *When, where,* or *how* a thing occurs can be expressed only by the words called Adverbs. For example:

I saw my uncle [When?] *yesterday*.....**Time.**
I met him [Where?] *here*.....**Place.**
He spoke to me [How?] *pleasantly*.....**Manner.**

Words that express *time, place,* and *manner* are called *Adverbs,* because they are used with *Verbs* in the same way as Adjectives are used with Nouns.

4. **Adverbs** lay stress on *Adjectives:*

This ink is black..... **Simple Quality.**
This ink is *very* black.....
That ink is *too* black..... } **Degree expressed by VERY, TOO, RATHER.**
That ink is *rather* black.....

5. **Adverbs** of *degree* may also be used to add force to other *Adverbs:*

She plays nicely.....She plays *very* nicely.
He talks hastily.....He talks *too* hastily.
The bird is there.....The bird is *exactly,* or *just* there.

6. Most Adverbs end in *ly*. This suffix literally means *like;* thus, *gayly* means literally *gay-like.*

What does *Sweetly* mean? *Nicely? Splendidly?*

7. We may take almost any Adjective and add the suffix *ly* to it, and we shall have an Adverb. The Adverb will always mean *in the manner of the quality* denoted by the Adjective from which it is made. Thus:

Adj. Gay + ly = Adv. Gayly: *in a* gay *manner.*
Adj. Sweet + ly = Adv. Sweetly: *in a* sweet *manner.*
Adj. Nice + ly = Adv. Nicely: *in a* nice *manner.*

NOTE.—Most words ending in *ly* are Adverbs. But there are a few that are not. Thus, *lovely* is not an Adverb, but an Adjective. By the following rule you can always tell Adverbs from Adjectives: If the *ly* is added to an Adjective, it forms an Adverb; if the *ly* is added to a Noun, it forms an Adjective. In *lovely*, the *ly* is added to a Noun—*love:* hence, *lovely* is an Adjective. In *kindly*, the *ly* is added to an Adjective—*kind:* hence, *kindly* is an Adverb.

8. Some Adverbs do not end in *ly*. They are generally short words denoting *time, place, manner*, or *cause.*

☞ **Pupils will write on their slates the following list:**

Adverbs of TIME: *to-day; early; soon; now; then; when.*
Adverbs of PLACE: *here; there; above; below; far; near.*
Adverbs of MANNER: *well; ill; how; very; yet; not.*
Adverbs of CAUSE: *why; therefore; whence.*

9. Adverbs are compared in the same manner as Adjectives.

Positive.	*Comparative.*	*Superlative.*
Soon.	Sooner.	Soonest.
Sweetly.	More sweetly.	Most sweetly.

Exercise 16.

A.

Underline the ADVERBS.

1. The wind blew terribly. 2. The boys swim badly. 3. I know where he did it, when he did it, and why he did it. 4. Charles was here

yesterday. 5. The stars are very bright. 6. We must win now or never. 7. The eagle flies exceedingly high. 8. Alice's exercise is well written. 9. We shall not fail. 10. The *Tribune* comes out daily. 11. Few men are always happy. 12. This lesson has not been perfectly prepared.

B.

Insert the ADVERBS *which are omitted.*

1. Wild flowers fade ——. 2. Glass is —— brittle. 3. The exercise is —— written. 4. Young people should rise ——. 5. The boy has —— returned. 6. Well-baked bread is —— wholesome. 7. —— will you come? 8. Tell him to walk ——. 9. You may go ——. 10. We shall rest ——.

C.

1. Make six sentences containing Adverbs of *Time*.....
2. Make six sentences containing Adverbs of *Place*.....
3. Make eight sentences containing Adverbs of *Manner*.....

} Using the Verbs *come, go, call, walk, run, jump, fly, sing, cry*, etc.

4. Make twelve sentences containing Adverbs of *Degree*..... } Using the Adjectives *soft, hard, sweet, bitter, fine, blue*, etc.

D.

Tell which of the words in LY *are* ADVERBS, *and which are* ADJECTIVES.

1. The farmer's extensive fields produce abundantly.
2. Be it ever so homely, there's no place like home.
3. We are exceedingly anxious to learn.
4. Go, lovely rose.
5. The vessel has been sailing slowly under steam for two hours.
6. The motherly care of the hen is plainly shown.

XIX. PHRASES.

1. The *armored* man.
2. Our *sea-side* cottage.
3. A *beautiful* thing.

1. In these expressions the words *armored*, *sea-side*, *beautiful*, are Adjectives.

2. We may give the same idea by saying,

1. The man *in armor.*
2. Our cottage *by the sea-side.*
3. A thing *of beauty.*

3. Take these beautiful words of the poet Shelley:

Like a glow-worm golden
In a dell *of dew*,
Scattering unbeholden
Its aërial hue.

The words "in a *dewy* dell" would give just the same sense as "in a dell *of dew.*"

4. Now write these expressions:

In armor. By the sea-side. Of beauty.

Armor, *sea-side*, and *beauty* are NOUNS. The little words *in* and *of* are called **Prepositions.** In the expression "The man in armor," the Preposition *in* links "armor" to "man." In the expression "By the sea-side," the Preposition *by* links "sea-side" to "cottage." In the expression "A thing of beauty," the Preposition *of* links "beauty" to "thing."

5. DEFINITION.—**Prepositions link Nouns to other words.**

6. We have in English about fifty of these little link-words. Six of the most used are: *To*, *of*, *for*, *from*, *with*, *by.*

NOTE TO BE READ.—The scholar may soon learn to tell Prepositions by remembering that these little words are usually followed either immediately or very soon by a Noun. There may be one or two Adjectives between the Preposition and its Noun; and the pupil must not be misled by this. Thus we may say, "I saw a man *with* a long, white *beard*." Here *with* is a Preposition, and it links "beard" to "man"—A man *with a beard* that was "long" and "white."

7. DEFINITION.—**A Preposition with its accompanying Noun is called a Phrase.**

ILLUSTRATIONS.

1. Brevity is the soul *of wit.*
2. There is no terror *in your threats.*
3. For I *in spirit* saw thee move
   Through circles | of the bounding sky.
4. Four angels *with flaming swords* guarded the gates *of Paradise.*

8. A single word may often be changed into a Phrase. For example:

Single Words.	*Phrases.*
He leaves *early*.....	He leaves *at an early hour.*
You stood *here*.....	You stood *on this spot.*
We shall come *speedily*.....	We shall come *with speed.*

Exercise 17.

A.

Name the PREPOSITIONS.

1. The sheep are in the meadow. 2. The room is full of children. 3. He lives in the old cottage at the foot of the hill. 4. My book is below yours. 5. You came after the time. 6. The dog runs across the field.

B.

Select the PHRASES.

1. The trees of the garden are loaded with fruit. 2. I walked yesterday from our house to the church. 3. The river flows down the valley. 4. The boy in the boat caught a fish with a line. 5. A sailor at sea looks hopefully for land. 6. The child met me on the road.

C.

Change the italicized WORDS *into* PHRASES.

1. It is pleasant to lie on a *flowery* bed. 2. The army advanced *hastily*. 3. Jenny Lind sang *sweetly*. 4. *Sensible* men sometimes differ in opinion. 5. The professor delivered a *historical* lecture. 6. There were no railroads *then*.

D.

Supply appropriate PREPOSITIONS. *Tell what words are linked, and name the* PHRASES *formed.*

EXAMPLE.—The visitor passed *through* the gate.

1. The visitor passed —— the gate. 2. Swallows build —— the eaves of houses. 3. The mighty Andes rise —— the clouds. 4. The sun is eclipsed by the passage of the moon —— his disk. 5. The orator was received —— applause.

E.

Make sentences with the following PREPOSITIONAL PHRASES:

MODEL.—The horse stands *in* his stall.

In the house, *on* the table, *at* the school, *by* the waterside, *to* the church, *into* the shop, *toward* the High Street, *up* the hill, *down* the hill, *from* the farm, *over* the river, *across* the bridge, *under* the tree, *above* the water, *behind* the curtain, *before* the glass, *near* the fire, *through* the field, *beyond* the gate, *among* the corn, *since* yesterday, *till* to-morrow, *during* the shower, *after* the storm.

F.

Express by SINGLE WORDS *the meaning of the phrases in* ITALICS:

1. A man *of courage* does not fear death.
2. We sailed on the river by *the light of the moon*.
3. The antlered monarch sprang *in haste* from his couch *of heather*.
4. Learning is the eye *of the mind*.
5. A settler *from Australia* returned last week.
6. People *at this time* live better than they ever did before.

XX. ADJECTIVE AND ADVERBIAL PHRASES.

1. There are two kinds of phrases:

I. Adjective Phrases.

II. Adverbial Phrases.

2. A phrase is an Adjective Phrase when it has the use of an Adjective; that is, when it limits a *Noun.*

ILLUSTRATIONS.

1. The man *in armor.*

2. A thing *of beauty.*

The phrase *in armor* limits the Noun *man;* the phrase *of beauty* limits the Noun *thing.* The phrase *in armor* is equivalent to the Adjective *armored;* the phrase *of beauty* is equivalent to the Adjective *beautiful.* Hence these are Adjective phrases.

Prepositional Phrases.	*Adjectives.*
A person of note	A noted person.
A man of good character	A good man.
A settler in, of, or from Australia	An Australian settler.
Property belonging to me	My property.
(Pleasant) to the taste	Palatable.
(Made) of wood	Wooden.
(Full) of anxiety	Anxious.

3. A phrase is Adverbial when it has the use of an Adverb.

ILLUSTRATIONS.

1. A great man lives *here.*

The word *here* is an Adverb; it limits the Verb *lives.* Instead of the *word* "here," we may substitute the *phrase* "in this place."

2. A great man lives *in this place.*

As the phrase *in this place* limits the Verb *lives,* it must be an *Adverbial* Phrase.

3. The army advanced *rapidly.*

In place of the Adverb "rapidly," we may substitute the *phrase* "with rapidity." As this phrase limits the Verb *advanced*, it is an Adverbial Phrase.

Exercise 18.

A.

Select the PHRASES, *and tell whether they are* ADJECTIVE *or* ADVERBIAL.

1. Silk-worms are not reared in this country. 2. The wool of the sheep is clipped every year. 3. The boy stood on the burning deck. 4. The house with the seven gables still stands. 5. Cæsar returned in triumph. 6. Books of travel are very interesting.

B.

Change the following PREPOSITIONAL PHRASES *into* ADJECTIVES *or* ADVERBS:

1. In a hurry. 2. In rags. 3. A chain *of silver*. 4. Grapes *from Spain*. 5. With joy. 6. With sorrow. 7. In a calm manner. 8. By force. 9. In a beautiful manner. 10. A person born *in America*.

C.

Let the following fable be read aloud. Then let the scholars write out an abstract from memory, *underlining each* PHRASE.

☞ **After this is done, exchange papers for correction, and address letters to the teacher criticising the exercise.**

THE HARE AND THE TORTOISE.

A Hare laughed at a Tortoise on account of his slowness, and vainly boasted her own great speed in running. The Tortoise then proposed to make a match. They were to run five miles, and a Fox was to be the umpire of the race. The Hare agreed, and away they both started together. But the Hare, by reason of her exceeding swiftness, outran the Tortoise to such a degree that she made a jest of the matter. Believing herself sure of the race, she squatted in a tuft of fern that grew by the way and took a nap, thinking that, if the Tortoise went by, she could at any time easily overtake him. In the mean time the Tortoise came jogging on, with slow but constant motion; and the Hare, out of too great security and confidence of victory, oversleeping herself, the Tortoise arrived at the end of the race first.

XXI. LESSON IN MAKING SENTENCES WITH PHRASES.

1. The teacher *of our Academy* gave prizes.

Here we have one phrase, *of our Academy.*

2 The teacher *of our Academy* gave prizes *for scholarship.*

Here we add a second phrase, *for scholarship.*

3. *On Exhibition-day,* the teacher *of our Academy* gave prizes *for scholarship.*

Here we add a third phrase, *on Exhibition-day.*

4. It is very easy to take a number of statements, each containing a Phrase, and combine all these into a single sentence, just as we did in a former lesson in the case of a number of statements with Adjectives.

ILLUSTRATION.

1. Columbus returned from his voyage.
2. He returned from his voyage to the West Indies.
3. He returned in 1493.

These may be combined thus:

1. Columbus returned from his voyage to the West Indies in 1493; or,
2. In 1493, Columbus returned from his voyage to the West Indies; or,
3. Columbus, in 1493, returned from his voyage to the West Indies.

5. When we have a number of phrases in a sentence, it often becomes a nice question to decide how we shall arrange them. In the above illustration, the second form is better than the first. The reason is that, in the first form, both the phrases, *from his voyage to the West*

Indies, and *in* 1493, are crowded together at the end of the sentence.

6. The only rule that can be given in this matter is that where the phrases *can* be changed in position, they should be so placed as to make the sentence sound most agreeable to the ear.

☞ **See in how many ways you can place the phrase,** *on Christmas-eve,* **in the following sentence:**

"*On Christmas-eve,* Washington called a council of his officers at Trenton."

Which arrangement do you like best? Why?

Exercise 19.

Combine the following statements into SINGLE SENTENCES, *each containing but one* SUBJECT *and one* PREDICATE, *and each bringing in all the* PHRASES *in the group.* The principal statement is given first.

1. *The First Congress met.*
   It met at Philadelphia.
   It met in the year 1776.
2. *The battle began.*
   It began the next morning.
   It began at day-break.
   It began in terrible earnest.
3. *Printing was invented.*
   It was in Germany it was invented.
   It was in the fourteenth century it was invented.
   It was invented by Guttenberg.
4. *Washington took his departure.*
   He took his departure from New York.
   He took his departure amidst the tears of his officers.
5. *The Yosemite Valley is noted.*
   This valley is in California.
   It is noted for its magnificent scenery.

☞ **Exchange papers for correction. See if each sentence is a Simple Sentence, and whether the Phrases are arranged in the best order. Then write letters of criticism.**

XXII. NOUNS IN APPOSITION.

1. Here is a sentence which illustrates a use of Nouns which we have not had thus far:

William, the *blacksmith*, shoes horses.

The Subject of this sentence is "William;" the Predicate is "shoes horses."

2. What effect have the words *the blacksmith?* They explain the name *William* by showing *which* "William" is meant.

3. Write this sentence:

The heroic Warren fell at Bunker Hill.

Here we use an *Adjective* with the name "Warren." What is the Adjective?

4. We might express the same thought by saying,

Warren, the *hero*, fell at Bunker Hill.

Here we use a *Noun*, "hero," with the name "Warren." The Noun *hero* is explanatory of *Warren*.

5. A Noun with this use is called a Noun in *Apposition*, which simply means a Noun *placed near* another Noun.

6. A Noun with this explanatory use may itself be described by an Adjective, or a number of Adjectives, or by a Phrase.

ILLUSTRATIONS.

1. Warren, the *gallant, young* HERO, fell at Bunker Hill.

2. Washington, the COMMANDER *of the army*, was born in Virginia.

In the first sentence, the Noun *hero* is in apposition with *Warren:* at the same time, the Noun *hero* is limited by the Adjectives *gallant* and *young*. In the second sentence, the Noun *commander* is in apposition with *Washington;* while it is limited by the Phrase, *of the army*.

7. PUNCTUATION.—An Explanatory Noun, or expression, is set off by a comma or by commas.

Notice, in the illustrations just given, how the Explanatory Nouns and expressions are all separated by commas. In the sentence, "Warren, the gallant, young hero, fell at Bunker Hill," the whole expression, *the-gallant-young-hero*, is separated by commas; and then, as there are two Adjectives—*gallant*, *young*—these Adjectives are separated by a comma.

8. The sentence,

"Warren, the gallant, young hero, fell at Bunker Hill," may be separated into several distinct statements, thus:

1. Warren fell at Bunker Hill.
2. Warren was a hero.
3. He was a gallant hero.
4. He was a young hero.

9. In like manner, the following statements may be combined into one sentence:

1. Howard was loved by all.
2. Howard was a *philanthropist.*
3. He was a distinguished philanthropist.

Combined: "Howard, the distinguished philanthropist, was loved by all."

☞ **In the following Exercise, each group of statements is to be combined into a single sentence in the manner above shown.**

Exercise 20.

A.

Combine into SINGLE SENTENCES, *using the* NOUN EXPLANATORY. The Noun intended to be explanatory is printed in *italics.*

1. James Watt was born in Greenock.
   He was the *inventor* of the steam-engine.
2. Bryant wrote the "Thanatopsis."
   He is an American *poet.*
   He is an illustrious poet.

3. Benjamin Franklin learned his trade.
   Benjamin Franklin was a *philosopher*.
   He was a distinguished philosopher.
   He learned his trade in the office of his brother.
   His brother was a *printer* in Boston.

4. David slew Goliath.
   David was the *son* of Jesse.
   Goliath was a *Philistine*.

5. William the Conqueror defeated Harold.
   Harold was the Saxon *king*.

6. The whale is found in the Arctic and Antarctic seas.
   The whale is the largest [*mammal*] of mammals.

7. Coral is highly prized for ornaments.
   Coral is a *secretion* from the body of an animal.
   This animal is called a polyp.

8. Sago is excellent for sick people and young children.
   Sago is a *food*.
   It is a cheap food.
   It is a nourishing food.

B.

Let each pupil compose a similar group of statements to be combined in the same way.

OBSERVATION.—In writing the exercise given above, a class of young pupils made mistakes like the following:

"James Watt, *who was* the inventor of the steam-engine, was born in Greenock."

"James Watt was born in Greenock, *and he was* the inventor of the steam-engine."

These forms are incorrect, because the bringing in of another verb and subject, *who was*, and *he was*, causes the word *inventor* not to be in apposition with James Watt.

The correct form is:

"James Watt, the *inventor* of the steam-engine, was born in Greenock."

XXIII. VERBS WITH OBJECTS.

1. We have thus far learned about only one kind of Verb—the kind found in the sentences,

Birds *fly*.
Fishes *swim*.

The Verb *fly* makes a complete statement by itself; so does the Verb *swim*.

2. But take the following Verbs:

Columbus *discovered* ——.
James Watt *invented* ——.

These are not complete statements; they do not make full sense. We ask, discovered *what?* invented *what?* We are waiting to be told of some object that Columbus discovered, some object that Watt invented.

3. We may make complete statements in this way:

Columbus discovered *America*.
James Watt invented the *steam-engine*.

What was "discovered" was *America*. What was "invented" was the *steam-engine*.

4. Verbs that make complete statements by themselves are called *Complete* Verbs.

5. Verbs that do not make complete statements by themselves, but require some word to complete the sense, are called *Incomplete* Verbs.

6. These are the two great classes into which all Verbs are divided—*Complete* and *Incomplete* Verbs.

7. Almost all the Incomplete Verbs are completed by Nouns, called the OBJECT; as, "Thomas bought a *kite*;" "Men hate their *enemies*."

Verbs that take Objects are called **Transitive Verbs.**

XXIV. REVIEW OF NOUNS.

I. A Noun may be used as the *subject of a Verb;* as, *Columbus* discovered America.

II. It may be used as the *Predicate Nominative;* as, The discoverer of America was *Columbus.*

III. It may be used as the *object of a Verb;* as, We should honor *Columbus.*

IV. It may be used as an *Adjective;* as, *Columbus's* discovery was a great event.

V. It may have an Explanatory use; as, That great man, *Columbus,* discovered America.

VI. It may be used *with a Preposition to form a Phrase;* as, A new continent was discovered *by Columbus.*

1. Nouns have precisely the same *form* when used as the Subjects of Verbs, as Predicate Nominatives, as the Objects of Verbs, as Explanatory, and in Phrases.

1. The *sea* [Subject] surrounds the globe.
2. Homer loved the *sea* [Object].
3. That great body of water, the *sea* [Explanatory], surrounds the globe.
4. Ships sail *on* the *sea* [Phrase].

2. The only change of *form* which the Noun undergoes is in its Adjective use. It then takes the form called the Possessive Case.

The *sea's* depth is many miles.
In my *father's* house are many mansions.

3. A Noun used as the Subject of a Verb or as a Predicate Nominative, is said to be in the *Nominative* Case; used as an Adjective, it is said to be in the *Possessive* Case; used as the Object of a Verb, or linked to another

word by a Preposition, it is said to be in the *Objective* Case. A regular arrangement of *Cases* is called *Declension;* as—

	Singular.	*Plural.*
Nominative	girl	girls.
Possessive	girl's	girls'.
Objective	girl	girls.

Exercise 22.

A.

Tell the CASE *of each Noun:*

1. A shepherd watches sheep.
2. Mary shall see the mayor.
3. The teacher's book fell on the floor.
4. John's little boy plays.
5. John's little boy, William, plays.
6. The whale is a mammal.
7. The horn of the hunter is heard on the hill.
8. The poet wrote charmingly.
9. The girls' bonnets are made of straw.
10. A man killed a tigress.

B.

Write five sentences on each of the following subjects. In the first bring in the Noun in its *Subject* use; in the second, in its *Adjective* use; in the third, in its *Object* use; in the fourth, in its *Explanatory* use [*apposition*]; in the fifth, in its *Phrase* use.

MODEL.—"The Ocean."

1. The *ocean* is the great body of water surrounding the globe.
2. The *ocean's* greatest depth has never been found out.
3. The Sandwich Islanders love the *ocean.*
4. That great body of water, the *ocean,* surrounds the globe.
5. The Atlantic cable runs *under the ocean.*

1. The Mississippi.
2. The museum.
3. Mother.
4. Washington.
5. Paper.
6. Tiger.

C.

Read aloud the following piece, and then make an abstract of it. Underline all the NOUNS.

Over Nouns that are Subjects.....mark *S.*
" " " " Objects..... " *Ob.*
" " " " Possessives..... " *Poss.*
" " " " in Apposition..... " *Ap.*
" " " " used in Phrases..... " *Ph.*

THE GREAT BATTLE OF HASTINGS.

[DICKENS'S *Child's History of England.*]

There was one tall Norman knight who rode before the Norman army on a prancing horse, throwing up his heavy sword and catching it, and singing of the bravery of his countrymen. An English knight, who rode out from the English lines to meet him, fell by this knight's hand. Another English knight rode out, and he fell too. But then a third rode out and killed the Norman. This was the first beginning of the fight. It soon raged everywhere.

The English, keeping side by side in a great mass, cared no more for the showers of Norman arrows than if they had been showers of Norman rain. When the Norman horsemen rode against them, with their battle-axes they cut men and horses down. The Normans gave way. The English pressed forward. Duke William, the Norman commander, pretended to retreat. The eager English followed. Duke William's army turned again, and fell upon the English with great slaughter. The sun rose high, and sank, and the battle still raged. Through all the wild October day, the clash and din resounded in the air. In the red sunset, and in the white moonlight, heaps upon heaps of dead men lay strewn all over the ground. Harold, the Saxon king, wounded in the eye by an arrow, was nearly blind. His brothers were already killed. At length Harold, the king, received a mortal wound and dropped. The English broke and fled. The Normans rallied, and the day was lost.

☞ **Exchange papers, and write letters of criticism.**

XXV. PRONOUNS.

Charles went to Paris with his mother, and he came back without her.

1. In this sentence, we make use of three little words called *Pronouns.* They are *his*, *he*, and *her.*

2. If we had not these words, we should be forced to say, "Charles went to Paris with *Charles's* mother, and *Charles* came back without *Charles's mother.*"

3. DEFINITION.—**Pronouns stand for Nouns.**

4. There are two leading kinds of Pronouns: *Personal* Pronouns and *Relative* Pronouns.

☞ **The teacher will dictate, and the scholars will write the following sentences, underscoring the Pronouns:**

1. William said to Charles, "*I* am weary of *your* questions;" and *he* ceased to trouble *him.*
2. The mountain was higher than *we* expected *it* to be.
3. Tell *me* what brings *you*, gentle youth, to Rome.
4. Cæsar conquered Gaul with *his* legions.
5. *My* face is *my* fortune, sir, *she* said.
6. A tree is known by *its* fruit.
7. Let *me* die the death of the righteous.
8. *Our* inner monitor tells *us* that *we* are immortal.
9. Emily lent *her* cousin a novel.
10. *They* say that *their* hopes deceive *them.*

5. In these ten sentences we have written all the Personal Pronouns, and all their various forms.

6. *I* and *We* are called the Personal Pronouns of the *First Person.*

7. *You* is called the Personal Pronoun of the *Second Person.*

8. *He*, *She*, *It*, and *They* are called the Personal Pronouns of the *Third Person.*

9. The *First* Person denotes the *speaker.*
The *Second* " " " *person spoken to.*
The *Third* " " " *person spoken of.*

10. The Pronouns have in general the same uses as Nouns; that is—

I. They may be the *Subjects* of Verbs; as, *We* love; *she* loves.

II. They may be used as *Predicate Nominatives;* as, That was *he.*

III. They may be the *Objects* of Verbs; as, John loves *me.*

IV. They may be used as *Adjectives;* as, *My* hat; *his* coat; *your* dog.

V. They may be used in *Phrases;* as, Mary goes *with me;* Richard is helped *by him.*

11. But there is this difference between Nouns and Pronouns, that, while Nouns used as *Objects* and in *Phrases* have the same *form* as Nouns used as *Subjects*, the Personal Pronouns have generally *distinct forms* for each use.

PERSONAL PRONOUN, FIRST PERSON.

	Singular.	*Plural.*
Subject form	I.	We.
Adjective form	My.	Our.
Object and Phrase form	Me.	Us.

PERSONAL PRONOUN, SECOND PERSON.

	Singular and Plural.
Subject form	You.
Adjective form	Your.
Object and Phrase form	You.

PERSONAL PRONOUNS, THIRD PERSON.

	Singular.			*Plural for all.*
	Males.	*Females.*	*Things.*	
Subject form	He.	She.	It.	They.
Adjective form	His.	Her.	Its.	Their.
Object and Phrase form	Him.	Her.	It.	Them.

12. The various *forms* taken by a Pronoun are called its **Cases.**

The form of a Pronoun used as the Subject of a Verb is called the *Nominative Case.*

The form of a Pronoun used to limit a Noun (*i. e.*, as an Adjective) is called the *Possessive Case.*

The form of a Pronoun used as the Object of a Verb, or linked by a Preposition to make a Phrase, is called the *Objective Case.*

Case.	*Singular.*			*Plural.*
Nominative	I			We.
Possessive	My			Our.
Objective	Me			Us.
Nominative	You			You.
Possessive	Your			Your.
Objective	You			You.
Nominative	He	She	It	They.
Possessive	His	Her	Its	Their.
Objective	Him	Her	It	Them.

NOTES.

The Pronoun	Our	has another form			Ours.
"	"	Your	"	"	Yours.
"	"	Their	"	"	Theirs.
"	"	Her	"	"	Hers.

These forms are used without Nouns in the Predicate after the Verb *be.* Thus:

Our house is large.....This house is *ours.*
Your house is large.....It is *yours.*
Their coats are torn.....These coats are *theirs.*
This is *her* doll.....This doll is *hers.*

N.B.—Be very careful never to write *ours, yours, theirs, hers,* or *its* with an apostrophe—thus, our's, your's, their's, her's, it's.

13. The chief use of Personal Pronouns is to prevent the repetition of Nouns. Here is a little composition on the Lion, written by a young scholar:

The lion is an animal. The lion is a large animal. The lion is a powerful animal.

By using the Pronoun he, instead of the second and third *lion*, we should improve these sentences:

The lion is an animal. He is large. He is powerful.

Or,

The lion is an animal. He is large and powerful.

Exercise 23.

A.

Tell the PERSON, NUMBER, *and* CASE *of the Personal Pronouns in the following sentences:*

1. We have just received our presents.
2. Tell him what you think of yours.
3. My letter has not reached you.
4. He has come to live with us.
5. Your aunt has lost her glove.
6. The children have brought their prizes to me.
7. The sheep has had its fleece shorn.
8. Our friend will see you on his return.
9. When will they pay their promised visit?
10. I have not learned my grammar.

B.

See if you can improve these sentences by using PRONOUNS *in place of* NOUNS. *Make any little improvements you can; but do not change the sense.*

1. The camel is called the ship of the desert. The camel is a beast of burden. The camel can go many days without water.

2. Holland is below the level of the sea. Holland is defended from the sea by dikes. The people of Holland are very industrious.

3. Israel Putnam was a brave old soldier. Israel Putnam's exploit of riding down the rocks at Horseneck is known to every one.

4. The crocodile lives in large swamps. The crocodile belongs to the lizard kind. The crocodile is amphibious.

5. Alexander was an ambitious man. Alexander conquered the whole world, and then sighed because Alexander had not more worlds to conquer.

XXVI. RELATIVE PRONOUNS.

(1.) This is the man *who* called on you.
(2.) I have lost the book *which* I bought.
(3.) The house *that* you saw is sold.
(4.) Tell me *what* you did.

1. In the first sentence, the Pronoun *who* stands for the word *man*, and connects the second statement, *called on you*, with *this is the man.*

2. In the second sentence, the Pronoun *which* stands for *book*, and connects the two statements *I bought* and *I have lost the book.*

3. In the third sentence, the Pronoun *that* connects the statements *the house is sold* and *you saw.*

4. In the fourth sentence, the Pronoun *what* means the same as *the thing which*, and connects the two statements *tell me the thing* and *you did.*

5. DEFINITION.—**A Relative Pronoun stands for a Noun, and connects two statements of a sentence.**

6. The Relative Pronouns are *who*, *which*, *that*, and *what.*

7. The Noun for which a Relative Pronoun stands is called its *Antecedent.*

8. *Who* is used only of persons; as, The *man* who reads. *Which* is used of things, or of the lower animals; as, the *table* which fell; the *dog* which barks. *That* is often used for either *who* or *which;* as, the man *that* reads [used for *who*]; the table *that* fell [used for *which*].

9. There is only one of these Pronouns that has a separate form for the Subject use, the Adjective use, and the Object use. This is *who.*

Sing. and Plur.

Nominative. (Subject form.).....Who.
Possessive... (Adjective form.).....Whose.
Objective.... (Object and Phrase form).....Whom.

Who, whose, whom, which, and *what,* when used to ask questions, are called *Interrogative Pronouns.*

Who said so? *Whose* book is this?
Whom did you see? *Which* of you said so?
What do you say?

A sentence that asks a question is called an *Interrogative* sentence. An *Interrogative* sentence ends with a point of interrogation.

☞ *Distinguish the* PRONOUNS, *telling whether they are* RELATIVE *or* INTERROGATIVE.

1. Who has been in the room?
2. The man who was here yesterday has been in the room.
3. London, which stands on the Thames, is the capital of England.
4. Which of the boys will be present?
5. I have seen the largest lion that was ever brought to this country
6. Whose dog is that?
7. This is the man whom you want.
8. I will tell you what I want.
9. Are these the dogs which your father had with him
10. Every person that saw it was pleased.

10. The chief use of Relative Pronouns is to connect statements so as to make one statement out of what would otherwise be two statements.

ILLUSTRATIONS.

1. We saw a man *who* killed a deer.

The two statements in this sentence are,

1. We saw a man.
2. This man killed a deer.

2. The teacher *whom* we loved is dead.

The two statements are,

1. The teacher is dead.
2. We loved him.

☞ **Tell the two statements in this sentence:**

High on a throne of royal state, which far
Outshone the wealth of Ormus and of Ind,
Satan exalted sat.

11. It is a very pleasant exercise to take two or more statements and combine them into one sentence, by using a Relative to connect the statements. Thus:

Separate Statements.....
1. The discoveries of Livingstone have taught us much about the interior of Africa.
2. Livingstone is one of the greatest travelers of modern times.

Combined.....
The discoveries of Livingstone, *who* is one of the greatest travelers of modern times, have taught us much about the interior of Africa.

Exercise 24.

Combine each of the following groups of statements into one sentence in the manner shown.

1. We get silk from a caterpillar.
   This caterpillar is called the silk-worm.
2. The doctor saw the patient.
   He was dying.
3. Young lads often fix on some older boy.
   This boy they imitate in every thing.
4. I thrice presented him a kingly crown.
   This crown he did thrice refuse.
5. The engine killed the workman.
   He was the only support of a large family.
6. The officers pursued the lion.
   It had destroyed the cattle.
7. Congress sat in Independence Hall.
   It was prepared for the occasion.
8. Jefferson was a great statesman.
   He wrote the Declaration of Independence.

☞ **The teacher should add an abundance of other groups of statements to be combined.**

XXVII. VERBS—SIMPLE TENSES.

1. What is the definition of a Verb?—*A Verb is a Statement-word.*

Now a statement may be made in various ways by changing the form of the Verb used.

2. Suppose we say,

Pauline *stands* there.

The Verb *stands* expresses that she is *now* in the place referred to. However, we may wish to state, not that this is the case at the present time, but that it *was* so yesterday, or last week or month. And this we express in the following manner:

Pauline *stood* there.

3. We may say,

I *hope* to see you.

This means that we are now cherishing the hope. But I may desire to state I *had* this hope when I called yesterday. The statement will be made in this way:

When I called yesterday, I *hoped* to see you.

4. The difference in the two ways of making the two statements is a difference of *time.* Pauline *stands*, makes the statement in the *present* time, and Pauline *stood*, makes it in the time *past.* I *hope*—time present; I *hoped*—time past.

Make this statement of *some time ago*: "Steamers sail on the ocean."

Make this statement of *last night*: "The fire burns brightly to-night."

Make this statement, using *ancient Greeks* instead of *we*: "We admire fine statues."

Make this statement about the Germans *a thousand years ago*: "The Germans love independence."

5. Here are some lines by the poet Longfellow:

I shoot an arrow into the air,
It falls to earth, I know not where;
For so swiftly it flies, the sight
Can not follow it in its flight.

These lines are not exactly as Longfellow wrote them; for all the statements in them are made in the *present* time, whereas the author made all the statements to refer to the past. Write the lines with all the Verbs so expressed that they shall make these very same statements about the past, and then you will have the verse precisely as the poet made it.

6. This change of form is called in Grammar a change of *Tense*, and "tense" means just the same thing as *time*.

7. The form of the Verb denoting time present is called the *Present Tense;* that denoting time past is called the *Past Tense.*

8. The Present is the tense in which we state what is now going on. The Past is the great Tense of history, because history tells us what took place in by-gone times. Thus:

1. The Greeks *conquered* the Persians.
2. Columbus *discovered* America.
3. Fulton *invented* the steamboat.

9. Besides the Present tense and the Past tense, there is the *Future* tense. We make this by using *shall* or *will.*

10. The Future is the tense which we use when we wish to foretell any thing. Thus—

1. We *shall go* to Europe next year.
2. The population of the United States in a century *will be* one hundred millions.

Exercise 25.

A.

Read aloud the following piece; then write of it what you can remember:

☞ **Underline all the Verbs in the PAST TENSE.**

THE CHICKS THAT WERE NOT CHICKS.

There was once a big black hen that sat on ten eggs for three weeks. She sat day after day very patiently, and waited anxiously to see ten pretty little chicks come out of the nest and nestle under her warm wings. She did not know that Mother Butterball had slyly taken out the hen's eggs and put in their place ten eggs that were laid by an old duck, a noisy little neighbor of the big black hen.

One day ten little sharp bills broke through their hard white shells, and with a glad "peep!" out came ten pretty little ducklings. The big black hen was a happy mother, for she thought she had ten little chicks hatched out of the ten eggs, about which she had cackled so loud when she laid them under the barn. She bustled about, said cluck! cluck! cluck! and coaxed them out into the barn-yard, where she scratched out for them all a dainty breakfast.

In a few days their legs got strong, and their mother took them down in a green field close to a beautiful pond of clear water. No sooner did they see the water than the ten little black ducklings cried out with joy, Quack! quack! quack! quack! and away they scampered to the pond as fast as their short little legs could carry them.

The mischievous little things sailed right out into the middle of the pond, and then ducked their heads under the water. The big black hen thought they were drowning, and cried out at the top of her shrill voice, Cluck! cluck! cluck! little black ducks! come back quick! come back quick! But they dived and swam and sailed about, and did not come out until they got hungry. Then they were glad to go back with their step-mother, to their warm nest and a good supper in the barn-yard.

B.

Write a little composition telling what you think WILL BE *the condition of the world a hundred years hence. Tell about*

The ways of traveling then—balloons, etc.

The greatness of our country then—the number of the people, etc.

Our knowledge of distant parts of the world then—the interior of Africa, the North Polar region, etc.

Will all the governments of Europe then be republics?

Women voting then—will a woman be President?

☞ **Underline all the** FUTURE TENSES, **and exchange papers for correction in letters of criticism.**

XXVIII. VERBS—FORMATION OF THE PAST TENSE.

1. We have seen that it is very easy to form the Future Tense; for all we have to do is to use *shall* or *will* with a Verb. But it is more difficult to form the Past Tense.

2. Here are some of the Verbs we had in the last lesson:

Present Tense.	*Past Tense.*
Stands.	Stood.
Hope.	Hoped.
Sail.	Sailed.
Burn.	Burned.
Admire.	Admired.
Shoot.	Shot.
Fall.	Fell.
Know.	Knew.
Fly.	Flew.

3. A number of these Verbs form their Past Tenses by adding the suffix *ed* to their Present Tenses. (Mention some that do so.) Others do not form their Past in this way. For instance, *stand* has for its Past Tense *stood.*

☞ What has SHOOT? FALL? KNOW? FLY?

4. We have in English several thousand Verbs, and all these Verbs, with the exception of about one hundred and fifty, form their Past Tense by suffixing *ed* to the Present. Accordingly this is called the *Regular* way of making the Past Tense.

5. The small number of Verbs that do not form their

Past in this way are called *Irregular* Verbs. (Which of the Verbs in the list are Regular? Which are Irregular?)

6. The Past Tense of I *love* is, I *loved.* We can express the same thing by saying, I *did love.* Now, I lov*ed*, is just a shortened way of saying I *love-did.*

7. When we add *ed* to the Present of a Verb to make its Past Tense, great pains must be taken to have the spelling correct.

ILLUSTRATIONS.

Love + ed = *loved;* final *e* of *love* dropped.
Stop + ed = *stopped;* final *p* of *stop* doubled.
Offer + ed = *offered;* final *r* of *offer* not doubled.
Spy + ed = *spied;* final *y* of *spy* changed into *i.*
Obey + ed = *obeyed;* final *y* of *obey* not changed.*

Exercise 26.

A.

Combine the following Verbs in the Present Tense with ED, *and be careful in regard to the spelling:*

1. Hate + ed.
2. Leap + ed.
3. Blot + ed.
4. Prefer + ed.
5. Cry + ed.
6. Survey + ed.

☞ **Exchange papers, and give the rule violated (if any).**

B.

Tell which Verbs are REGULAR, *and which* IRREGULAR.

1. The famine came at last upon the land, and many perished for want.
2. Father sold his farm when he went to California.
3. The sun shone brightly yesterday.
4. Hearing the sound of footsteps, we resolved to go no farther.
5. Shakspeare wrote many dramas.
6. We hoped you would visit us when the leaves fell.

* See in any Speller the rules for spelling with suffixes.

XXIX. VERBS—COMPOUND TENSES.

1. The three Tenses that we have thus far learned about are, 1. The Present; 2. The Past; 3. The Future.

2. Now, as Present, Past, and Future are the three great natural divisions of time, it would seem that these must be all the Tenses that there can be.

3. Compare I *walk* with I *have walked.*
" I *walked* " I *had walked.*
" I *shall walk* " I *shall have walked.*

4. *I have walked* is a kind of Present. We may say, *I have walked a mile to-day;* but not *I have walked a mile yesterday.* It is a kind of Present Tense, with the meaning that at the present time the action stated is completed. This might, therefore, be called the Present Completed; but in Grammar it is usually named the *Present Perfect*—"perfect" meaning *perfected*, that is, *completed.*

5. In the same way, I *had walked*, is a Past Tense; but it differs from the ordinary past, I *walked.* *Walked* is indefinite: I *walked* this morning, yesterday, last year, etc. But I *had walked* to the dépôt *before the train arrived.* This is called the *Past Perfect*, and it makes a statement of something done in the past before *something else* done in the past.

6. I *shall have walked*, is called the Future Perfect Tense. It makes a statement of something that will be done in the future before *something else* takes place. Thus, I *shall have walked* to the dépôt before the train will arrive.

7. The six Tenses are, 1. Present; 2. Past; 3. Future; 4. Present Perfect; 5. Past Perfect; 6. Future Perfect.

Present.....Call or calls.
Past.....Called.
Future.....Shall or will call.
Present Perfect.....Have or has called.
Past Perfect.....Had called.
Future Perfect.....Shall or will have called.

8. The *Present Perfect*, *Past Perfect*, and *Future Perfect* are called Compound Tenses, because they are made by means of the Verb *have*, and *have* is called an *auxiliary* or helping Verb.

9. The Present Tense of this helping Verb is *have;* the Past is *had;* the Future is *shall have.* You can see that these words are found in the Compound Tenses:

Present Perfect.....*Have* called.
Past Perfect.....*Had* called.
Future Perfect.....*Shall have* called.

10. Now what is the other part—the *called?* The pupil may think that this is the Past Tense of the Verb *call*, since we have seen that the Past Tense is usually formed from the Present by suffixing *ed.*

11. But this is not the case. And we may see that it is not the case by taking an Irregular Verb, like *write.* The Past Tense of *write* is *wrote.* Now would you say, I have *wrote*, I had *wrote*, I shall have *wrote?* Certainly not; you would say, I have *written*, etc. The *walked* in I *have walked* is no more the Past Tense of *walk*, than *written* is the Past Tense of *write.*

12. This form of the Verb used in making the Compound Tenses is called the *Past Participle.*

13. The Past Participle of all *Regular* Verbs is the same in form as their Past Tense.

Walk + ed = walked, *Past Participle.*
Love + ed = loved, *Past Participle.*
Rob + ed = robbed, *Past Participle.*

14. The Past Participle of *Irregular* Verbs is formed in various ways.

The Past Participle of *Go* is ..... *Gone.*
" " " " *Do* " ..... *Done.*
" " " " *Fall* " ..... *Fallen.*

NOTE.—The correct form of the Past Participle may always be known by putting it after *I have.* Thus, *knew* is not the Past Participle of the Verb *know*, because we can not say I have *knew;* we must say, I have *known*, and *known* is the Past Participle.

Exercise 27.

A.

Give the SIX *Tenses of the following Verbs:*

1. Roll.
2. Go.
3. Name.
4. Know.
5. Invent.
6. Fall.
7. Move.
8. Bring.

B.

Copy the following piece; then underline each VERB, *and tell the Compound Tenses:*

THE YOUNG MOUSE.

A young mouse lived in a cupboard where sweetmeats were kept; she dined every day upon biscuit, marmalade, or fine sugar. Never any little mouse had lived so well. She had often ventured to peep at the family while they sat at supper. Nay, she had sometimes stolen down on the carpet and picked up the crumbs, and nobody had even hurt her. Sometimes, however, she was frightened by the cat, and then she ran trembling to the hole behind the wainscot.

One day she came running to her mother in great joy. "Mother!" said she, "the good people of this family have built me a house to live in; it is in the cupboard. I am sure it is for me, for it is just big enough; the bottom is of wood, and it is covered all over with wires; and I think they have made it on purpose to screen me from that terrible cat which ran after me so often. There is an entrance just big enough for me, but Puss can not follow; and they have been so good as to put in some toasted cheese, which smells so nice that I should have run into my new house directly, but I thought I would tell you, that we might go in together, and both lodge there to-night, for it will hold us both."

"My dear child," said the old Mouse, "it is most happy that you did not go in, for this house is called a trap, and you would never have come out again, except to be devoured, or put to death in some way or other. Though man has not so fierce a look as a cat, he is as much our enemy, and has still more cunning."

XXX. VERBS WITH PRONOUNS.

1. Verbs make statements; and they can make statements not only of all *Nouns*, but also of the *Personal Pronouns.*

2. The Personal Pronouns are—

I and *We*, denoting the speaker or speakers—called the *First Person.*

You, denoting the person or persons spoken to—called the *Second Person.*

He, *She*, *It*, and *They*, denoting the person or persons, or things spoken of—called the *Third Person.*

3. Now take the Verb *walk.* We can say:

I walk.
You walk.
He walks.
We walk.
They walk.

4. When we are speaking of the Verbs, we say that they are in the same person or number as the Pronouns. That is, *walk*, with *I*, is said to be First Person Singular; with *you*, it is Second Person Singular or Plural; with *he*, *she*, *it*, or any Singular Noun, it is Third Person Singular; and with *they*, or any Plural Noun, it is Third Person Plural.

NOTE.—*Thou* was the old Pronoun for the Second Person Singular, and it took a particular form of the Verb; thus, *thou walkest*, *thou walkedst.* But this form has now gone entirely out of use, except in poetry or in prayer; and *you* is used for both Singular and Plural.

5. In the Present Tense there is only one change of the *form* of the Verb, that is, the Third Person Singular has an *s*. *He*, or the *man*, *horse*, etc., walk*s*; but I, you,

we, they *walk*. Hence, if you remember to put the *s* to a Verb of the Third Singular in the Present Tense, you will be sure to have the whole tense correct.

6. In the Past Tense no mistakes can be made, for the reason that the Verb does not change its form with any of the Pronouns. It is—I, you, he, we, they *walked*.

7. The Future has no changes—it is, I, you, he, we, they *shall or will walk*.

8. The Present Perfect has but one change, namely, *has*, in the Third Person Singular, he *has* walked; but I, you, we, they *have* walked.

9. The Past Perfect is, *had* walked, with all the Pronouns.

10. The Future Perfect is, *shall or will have* walked, with all the Pronouns.

☞ **The following little table will show you the whole matter at a glance.**

Present Tense.....Walk, walks.
Past Tense.....Walked.
Future Tense.....Shall or will walk.
Present Perfect Tense.....Have walked, has walked.
Past Perfect Tense.....Had walked.
Future Perfect Tense.....Shall or will have walked.

Exercise 28.

Write the Third Person Singular of the Verb *call* in each of the six Tenses.

Write the First Person Plural of the Verb *drop* in each of the six Tenses.

Write the Second Person Singular and Plural of the Verb *pull* in each of the six Tenses.

Write the Third Person Plural of the Verb *blame* in each of the six Tenses.

Write the First Person Singular of the Verb *study* in each of the six Tenses.

Write the Verb *love* in all the Persons and Numbers of each of the six Tenses.

XXXI. MOODS OF VERBS.

TEACHER'S NOTE.—It is recommended that this lesson be merely read over carefully once or twice. It will be enough for the present if pupils learn to recognize the form of a Verb. The full conjugation will be given in the Supplement, and the intricacies of our English verb—intricacies, however, rather of *nomenclature* than of fact—may advantageously be postponed to the latest stage.

1. The six Tenses that we have learned all differ in regard to time; but they all agree in making the statement as a fact *actually taking place.* All these Tenses agree in indicating some fact; and hence they are said to be Tenses of the *indicating way* of stating a matter. In Grammar this is expressed by calling them Tenses of the Indicative Mood. (Mood, or *mode*, means way or manner.)

2. But there are other *ways* of making statements. Thus, we may wish to express the idea of the Verb as a *possibility.* This is done by means of certain little words, such as *may, can, might, could, would, should.* When a statement is made in this way, the Verb is said to be in the POTENTIAL (or *possible*) Mood.

May or *can* walk, is called the Present Potential of the Verb *walk.*

Might (or could, would, or should) walk, is called the Past Potential.

May or *can have* walked, is called the Present Perfect Potential.

Might (could, etc.) *have* walked, is called the Past Perfect Potential.

3. A second way of making a statement is to make it as a *supposition.* This is called the *Subjunctive* Mood; as, *If he see* the signal, *If he have seen* the signal, etc.

4. A third way of using a Verb is in giving a command, as *Come! Go!* This is called the *Imperative* or Commanding Mood, and the whole mood consists of but one word.

NOTE.—The subject of such a Verb is always *you* (understood); for when we command, we must command the person spoken to, and the Pronoun that denotes the person spoken to is the Pronoun of the Second Person, *you*.

5. There is still another form of the Verb. This is the Verb in its simplest form, with the word *to* before it. Thus, *to walk, to ride, to run, to love.* This is named the *Infinitive* or undefined Mood.

6. The Infinitive Mood has really the use of a Noun. Thus, I may say, *to ride* is pleasant exercise, or I like *to ride.* In the first example, *to ride* is used as the subject of the Verb *is*, and in the second, as the object of the Verb *like;* and being subject or object, it must have the use of a Noun.

7. Besides the Past Participle, there is another form of Verbs that is very much used. This is called the *Present Participle.* The Present Participle of *all* Verbs is formed by suffixing *ing* to the simple form.

Walk + ing = walking, *Present Participle.*
Love + ing = loving, *Present Participle.*
Rob + ing = robbing, *Present Participle.*
Fly + ing = flying, *Present Participle.*

*** In naming Verbs, we must be very careful to include all the parts needed to make the statement. Thus—

1. The builders *will commence* to-day.

Here the Verb is, *will commence.*

2. The sun *may have set* before we get home.

Here the Verb is, *may have set.*

3. I *shall* not *go* to school to-day.

Here the Verb is, *shall go;* the word *not* comes between the two parts of the Verb.

4. Never again *shall* my brothers *embrace* me.

Here the Verb is, *shall embrace;* the two parts are separated by the words *my brothers.*

REFERENCE TABLE OF ALL THE MOODS AND TENSES OF A VERB.

Indicative.	Potential.
Present.....I love.	I may, can, *or* must love.
Past.....I loved.	I might, could, would, *or* should love.
Pres. Perfect.....I have loved.	I may, can, *or* must have loved.
Past Perfect.....I had loved.	I might, could, would, *or* should have loved.
Future.....I shall *or* will love.	
Future Perfect.....I shall *or* will have loved.	

Subjunctive.	Imperative.	Infinitive.	Participles.
Pres...... (*If*) I love.	Love (thou *or* you).	To love.	Loving.
Past..... (*If*) I loved.		———	Loved.
Pres. Perf.. (*If*) I have loved, etc.		To have loved.	Having loved.

Exercise 29.

Tell the MOOD *and the* TENSE *of the Verbs in the following sentences:*

1. The village bell rings.
2. The storm has ceased.
3. She will remain, if you wish her to do so.
4. The merchant should have learned more caution.
5. The sovereigns requested of Columbus a recital of his adventures.
6. I have completed my twelfth year.
7. You had forgotten to give an answer.
8. We shall have left before they arrive.
9. Haste my father's heart to cheer.
10. The landlord would have acted in a different manner.
11. My steps might break your rest.
12. Antwerp's monks may sing a mass for thy poor spearmen's souls.
13. Before Saturday I shall have matured all my plans.
14. Who steals my purse steals trash.
15. When you have learned this lesson, you may go home.

XXXII. PASSIVE VERBS.

I wrote the letter.
The letter was written by me.

1. In the first of these sentences the Verb states that the Subject (I) *did* something; in the second, the Verb represents something as *done to* the Subject (the letter).

2. These reversible forms of representing the Subject (as *acting* or *being acted upon*) are called the *Active Voice* and the *Passive Voice.*

3. The Passive Voice is formed by using the various parts of the Verb *be* with the Past Participle of a Verb.

REFERENCE TABLE OF VERB *BE.*

Indicative Mood.

Pres. Tense.	*Past Tense.*	*Future Tense.*
I am.	I, He } was.	I, You, He, We, They } shall or will be.
He is.		
We, You, They } are.	We, You, They } were.	

Present Perfect.	*Past Perfect.*	*Future Perfect.*
I, You, We, They } have been.	I, You, He, We, They } had been.	I, You, He, We, They } shall or will have been.
He.....has been.		

Potential Mood.

Pres. Tense.	*Past Tense.*	*Pres. Perfect.*	*Past Perfect.*
I, You, He, We, They } may or can be.	I, You, He, We, They } might, could, would, or should be.	I, You, He, We, They } may or can have been.	I, You, He, We, They } might, could, would, or should have been.

Subjunctive Mood.

Present Tense.	*Past Tense.*	*Present Perfect.*
If I, If you, If he, If we, If they — be.	If I, If you, If he, If we, If they — were.	If I, If you, If he, If we, If they — have been.

Imperative Mood.

BE.

Infinitives.

Present, To be. *Past*, To have been.

Participles.

Present, Being. *Past*, Been. *Perfect*, Having been.

4. May *any* Verb be made passive by using its Past Participle with the forms of the verb *be?* No; only those verbs that can take an *object* after them (Transitive Verbs) can be made passive.

Exercise 30.

By reference to the Table, tell the MOOD *and* TENSE *of each Verb.*

1. He was killed. 2. They have been deceived. 3. She had been seen. 4. You shall be beaten. 5. They will have been summoned. 6. I am convinced of its truth. 7. The cord shall be cut above the knot. 8. Have you been taught music? 9. Alfred was sheltered in the cottage of a poor cowherd. 10. He himself was accustomed to recite this story in his happier hours. 11. The British troops were advancing from Portugal into Spain. 12. Yours has been forgotten. 13. Theirs will do. 14. Sir John Moore was wounded in the action by a cannon-ball. 15. He shall in that case be punished. 16. Time will have been wasted without any result. 17. Are you mistaken? 18. In a few minutes he would have been drowned. 19. By a series of criminal enterprises, the liberties of Europe had been extinguished. 20. Are you satisfied?

XXXIII. IRREGULAR VERBS.

1. *Regular* Verbs form their Past Tense (Indicative) and Past Participle by suffixing *ed* to the Present. Verbs that form these parts in some other way are called *Irregular* Verbs.

2. The Present Tense, Past Tense, and Past Participle of a Verb are called its PRINCIPAL PARTS, for the reason that, having these, we can easily form all the other parts of the Verb.

☞ The Irregular Verbs are so *very* irregular that they should be committed to memory. A complete list will be found in the back part of this book; but a few of the most important are here given.

I.

Present.	*Past.*	*Past Part.*	*Present.*	*Past.*	*Past Part.*
Break,	broke,	broken.	Eat,	ate,	eaten.
Forsake,	forsook,	forsaken.	Freeze,	froze,	frozen.
Take,	took,	taken.	Speak,	spoke,	spoken.
Wear,	wore,	worn.	Begin,	began,	begun.
Draw,	drew,	drawn.	Drink,	drank,	drunk.
Slay,	slew,	slain.	Give,	gave,	given.

☞ **Correct the following errors in Verbs:**

1. Peter's leg was broke. 2. Have you took any fish to-day? 3. We drinked a glass of wine. 4. Our horse drawed a heavy load. 5. I have never ate such nice gingerbread as this. 6. Emma has not spoke to Jessie for a week. 7. We begun to think you were not coming. 8. The water was froze.

II.

Present.	*Past.*	*Past Part.*	*Present.*	*Past.*	*Past Part.*
Lie,	lay,	lain.	Flee,	fled,	fled.
Lay,	laid,	laid.	Fly,	flew,	flown.
Write,	wrote,	written.	See,	saw,	seen.
Know,	knew,	known.	Rise,	rose,	risen.
Come,	came,	come.	Steal,	stole,	stolen.
Catch,	caught,	caught.	Sit,	sat,	sat.

☞ **Correct the following errors in Verbs:**

1. John has wrote a letter. 2. The sun has rose. 3. I see him yesterday. 4. The birds have flew away. 5. The cat catched a mouse. 6. The book lays on the table. 7. He laid on the sofa. 8. I knowed he had went. 9. The girl was seed going up the hill. 10. The hen sets on her eggs.

3. The scholar has often been told that I *done* it is bad English, and also, that I have *went* is bad English. From what we have learned about Verbs we shall be able to tell just *why* these and similar expressions are ungrammatical; and when we know the reason why they are wrong, we must be particularly careful to avoid such errors.

The "I done it" Blunder.

4. The principal parts of the Verb *do* are: Present Tense, *do;* Past Tense, *did;* Past Participle, *done.*

5. The person who says I *done* it, means to make a statement of past time, just as if he were to say, I *walked.* Now the Past Tense of *do* is *did;* hence the only way of making the statement intended is to say I *did* it.

6. The word *done* is the *Past Participle* of the Verb *do;* but a Participle can not by itself make any statement at all; so that I *done it* is utter nonsense. If you were to say, he *gone* to town, it would be just as sensible as to say, I *done* it.

1. Tell, for the same reason, why "John *drunk* some water," is wrong.
2. Tell why "We *seen* an elephant," is bad English.

The "I have went" Blunder.

7. The mistake here is in using a Past Tense instead of a Past Participle, to form a Compound Tense. The Present Perfect Tense of the Verb *go* is intended.

8. The principal parts of this Verb are: Present, *go;* Past, *went;* Past Participle, *gone.* The Compound Tenses

are formed by the Verb *have* with the Past Participle; hence the correct form is, I *have gone.*

1. Tell, for the same reason, why "I have *saw*" is incorrect.
2. Tell why this is wrong, "Jane has *began* to study German."

Present for Past.

9. Another very common error in Verbs is shown in these sentences:

I *come* to town this morning.
He *come* to my store.

The sentences should be, "I *came* to town this morning;" "He *came* to my store." Why? Because *come* is the Present Tense; whereas the Past Tense, *came*, is intended. Would it not be absurd to say, "I *go* to town yesterday?" Now "I *come*" is no better.

Exercise 31.

Correct the errors in Verbs in the following sentences, and tell the nature of the mistakes:

1. Henry done his example in arithmetic correctly.
2. We seen her when she done it.
3. Where is Alice? She has went to school.
4. I never drunk so much water before.
5. The horse has drank as much as he can.
6. Louise has wrote many letters to her uncle.
7. That boy has broke his word.
8. I see him last week.
9. The circus come to town yesterday.
10. I knowed he would fall into the river.
11. The cat sprung out.
12. Peter has tore his new jacket.
13. That tree growed fast.
14. The coward has eat his own words.
15. The cannon has busted.
16. The ground is all froze over.
17. We begun to think it was a mistake.
18. The girl slep ten hours.
19. I have strove to do right.
20. This lace is beautifully wove.

XXXIV. PHRASES WITH PARTICIPLES.

1. We have seen that there are two *Participles*—the Present and the Past. It is important that we understand what Participles are, for they are used in making *Phrases.*

2. A *Participle* is so called because it *participates* or shares partly in the nature of a Verb, and partly of an Adjective. A Verb is a Statement-word; but a Participle can only *participate* in making a statement.

1. The river *is flowing.*

Here *is flowing* is a Verb, and *flowing*, the Present Participle, helps make this Verb.

2. The river, *flowing* from the mountains, waters the plain.

Here the Participle *flowing* does not make any statement; it is an Adjective in this use, and *flowing from the mountains* is a Phrase.

3. The Nile *is known* to rise in Abyssinia.

Here the Past Participle *known* forms part of the Verb *is known.*

4. The Nile, *known* to rise in Abyssinia, flows through Egypt.

Here the Past Participle *known* makes no statement, and is really an Adjective; the expression, *known to rise in Abyssinia*, is a Phrase.

3. A number of separate statements with Participial phrases may be combined into a single sentence.

Example 1.

1. The gallant soldier fell.
2. He was *covered with wounds.*

By taking out from the second statement the Phrase *covered with wounds*, and fitting it into the first, we have this Sentence:

"The gallant soldier fell, covered with wounds;" or, "Covered with wounds, the gallant soldier fell."

Example 2.

1. We saw a beautiful landscape.
2. We had *climbed to the top of the hill.*
3. The landscape was *stretched below us.*

The first is the principal statement. The other two statements are to be transformed into *phrases. We had climbed to the top of the hill,* may be transformed into the phrase, *having climbed to the top of the hill. Was stretched below,* may be made into a phrase by leaving off the *was.* Combining these two phrases with the principal statement, we have the following Sentence:

"Having climbed to the top of the hill, we saw a beautiful landscape stretched below us."

Exercise 32.

Combine each set of statements into a single sentence with PHRASES. ☞ *The main statement comes first.*

1. I lay down to rest.
   I was exhausted by fatigue.
2. Columbus saw an island.
   He saw it while gazing from the deck.
   The island was covered with a luxuriant forest.
3. The Laplander defies the severity of his native climate.
   He is wrapped up in deer-skins.
4. We diverged toward the prairie.
   We had left the line of march.
   We had traversed a small valley.
5. The most commercial city of the United States is New York.
   It is situated on an island.
   This island is called Manhattan Island.
6. There lay floating in the ocean an immense irregular mass.
   This mass was several miles off.
   Its top and points were covered with snow.
   Its centre was of a deep indigo color.
7. Washington retired to Mount Vernon.
   He had freed his country from British rule.

☞ **Let the teacher make up additional groups to be combined.**

XXXV. CONJUNCTIONS.

France and Switzerland are republics.
I went because he asked me.

1. The word *and* makes one statement out of what would have to be two: France is a republic, Switzerland is a republic. The word *because* connects the two statements, *I went*, and *he asked me*, into one sentence.

And **and** ***because*** **are called Conjunctions.**

2. DEFINITION.—**A Conjunction joins words to words, sentences to sentences, or shows the dependence of one statement upon another.**

ILLUSTRATIONS.

1. "Polly *and* Annie sing nicely."
2. "The ship sails swiftly, *although* she is heavily laden."

And **is a Conjunction, connecting statements by joining the two nouns of the subject,** ***Polly*** **and** ***Annie.*** ***Although*** **introduces a dependent statement.**

3. DEFINITION.—**Conjunctions connecting words or statements of the same rank in a sentence are called** CO-ORDINATIVE CONJUNCTIONS.

4. There is another class of Conjunctions, called *Subordinative* Conjunctions.

ILLUSTRATIONS.

1. *I will not go unless you accompany me.*
2. *I will help you, if you wish me.*

Unless **is a Conjunction, connecting the two statements,** ***I will not go,*** **and** ***you accompany me.*** ***If*** **is a Conjunction, connecting the two statements,** ***I will help you,*** **and** ***you wish me.***

5. DEFINITION.—**Conjunctions connecting a qualifying or dependent statement with a principal statement are called** SUBORDINATIVE CONJUNCTIONS.

6. The principal Co-ordinative Conjunctions are *and, but, or, therefore.* The principal Subordinative Conjunctions are *that, if, though, unless.*

Exercise 33.

A.

Name the CONJUNCTIONS, *and tell if they are* CO-ORDINATIVE *or* SUBORDINATIVE.

1. I went first, and he followed me.
2. Neither soldiers nor sailors could advance.
3. I will tell him if he ask me.
4. No harm was done, though the storm was very severe.
5. We loved him because he first loved us.
6. I did not know that your brother had hurt himself.

B.

Supply Conjunctions, to connect the following statements:

1. The clouds soon passed away, —— sunshine succeeded.
2. The wicked may prosper for a time, —— they will receive retribution in the end.
3. Contentment is better —— riches.
4. He was gentle in manner, —— resolute in action.
5. We shall improve —— we study.
6. Life is so uncertain —— we should always be prepared for death.

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7. DEFINITION.—**Interjections express sudden or strong feeling. Interjections are often followed by a punctuation-mark called the point of exclamation.**

1. Lo! yonder doth Earl Douglas come.
2. Alas! what a loss we have suffered.
3. Oh! they are not worth talking about.
4. Ah! papa, I have found you out.
5. Well, what can I do for you?

XXXVI. REVIEW LESSON.

I.—The Parts of Speech.

1. Words are divided into eight classes, called the Parts of Speech. These are—

1. Nouns.
2. Pronouns.
3. Adjectives.
4. Verbs.
5. Adverbs.
6. Prepositions.
7. Conjunctions.
8. Interjections.

I. Nouns.....**are name-words.**
II. Pronouns.....**stand for nouns.**
III. Adjectives.....**describe or limit things.**
IV. Verbs.....**are statement-words.**
V. Adverbs.....**describe actions and qualities.**
VI. Prepositions.....**link words.**
VII. Conjunctions.....**connect words or statements.**
VIII. Interjections.....**express sudden feeling.**

2. IMPORTANT DIRECTION.—In telling the Parts of Speech, scholars must bear in mind that it is the *use* of a word that determines the class which it belongs to. The same word may be any one of two or three Parts of Speech, according to its *use* in the sentence. Thus:

1. People that live in *glass* houses should not throw stones.

The word *glass* in this sentence is an *Adjective*, because it is used to describe the thing, *houses*. In the sentence, "Windows are made of *glass*," the same word is a Noun, because in this use it is a naming word.

2. Sometimes we see a *ship;* sometimes we *ship* a sea.

The word *ship* in this sentence is, as used first, a *Noun*, because it names a thing; as next used, a *Verb*, because it makes a statement.

3. Without one *if* or *but*.

The words *if* and *but* are usually *Conjunctions;* as here used, they are *Nouns*.

4. Come to me at four o'clock, *that* [Conjunction] I may show you how to do *that* [Adjective] puzzle *that* [Pronoun] I got for you.

☞ **As a review exercise, let the scholars open their Readers and tell the Parts of Speech in a number of pieces.**

II.—Inflection of Words.

3. The same word may be used in various ways, to express the same thing differently. But we must then alter the form of the word, to suit the intended change of thought. Such changes in the form of words are called **Inflections.**

4. Five of the eight classes of words change their form, that is, are *inflected.* These are Nouns, Pronouns, Adjectives, Adverbs, and Verbs. Three—Prepositions, Conjunctions, and Interjections—are not inflected, that is, undergo no change.

5. **A Noun is inflected to mark the Plural Number and the Possessive Case.**

☞ For the mode of forming the Plural of Nouns, review Lessons IX., X., and XI. For the formation of the Possessive Case, review Lesson XVII.

6. **Pronouns are changed to express Person, Number, Gender, and Case.**

(*a.*) The three *persons*—speaker, person spoken to, and person or thing spoken of—have different words to denote them. Thus: *First Person*, I, *Second Person*, you; *Third Person*, he, she, it.

(*b.*) The Plural of *I* is *we;* of *you* (old form, *thou*), is *you;* of *he*, *she*, and *it*, is *they*.

(*c.*) The third Personal Pronoun alone has different words for the *genders*—*he* being male, or masculine; *she*, female, or feminine; *it*, neuter—that is, *neither* gender—since it generally stands for a lifeless object.

(*d.*) Pronouns have three Cases; thus, Nominative, *he;* Possessive, *his;* Objective, *him.* For the inflections of the Pronouns, review Lesson XXV.

7. Adjectives and Adverbs are inflected to express the Comparative and the Superlative degree.

☞ The inflection for the Comparative degree of Adjectives and Adverbs is the suffix *er;* for the Superlative degree, the suffix *est.* For the comparison of Adjectives, review Lesson XIV.; for the comparison of Adverbs, review Lesson XVIII.

8. Verbs are inflected to mark the various Persons, Numbers, and Tenses.

☞ The principal inflections of the Verb are:

(1.) *S* is added for the Third Person Singular of the *Present* Tense. In the other Tenses there is no inflection for *Person.*

(2.) *Ed* is added to all *Regular* Verbs to form the Past Tense and the Past Participle. The Past Tense and the Past Participle of Irregular Verbs are formed in a great variety of ways.

(3.) *Ing* is the inflection for the Present Participle of *all* Verbs. The other changes in Verbs are made not by inflections, but by the use of auxiliary words.

Exercise 34.

Tell the INFLECTIONS *in the following words; give the simple form of the word, and tell the* USE *of the inflection:*

MODEL.—"Child's:" apostrophe with *s* is an inflection added to the simple form of the Noun *child,* and marks the Possessive Singular.

1. Boy's.	11. Horses'.	21. Fishing.	31. Hours.
2. Sleeps.	12. Rising.	22. Fishes.	32. His.
3. Flowing.	13. Taxes.	23. Oxen's.	33. Faster.
4. Flowers.	14. Whitest.	24. Fairest.	34. Varnished.
5. Sweeter.	15. Poured.	25. Lowlier.	35. Sheep's.
6. Pulled.	16. Coarser.	26. Hallowed.	36. Coldest.
7. Children's.	17. Blessed.	27. Skies.	37. Loveliest.
8. Nicest.	18. Girl's.	28. One's.	38. Hurried.
9. Piercing.	19. Ships.	29. Haunts.	39. Sleeping.
10. Given.	20. Ship's.	30. Year's.	40. Heaven's.

XXXVII. ANALYSIS OF SIMPLE SENTENCES.

1. A **Simple Sentence** makes a single statement, by means of one Subject and one Predicate.

2. The **Analysis** of a Simple Sentence consists in pointing out the Subject and the Predicate, and the enlargement or enlargements, if any, of the Subject and of the Predicate.

3. The simple Subject of a Simple Sentence may be—

1. A Noun; 2. A Pronoun; 3. A Phrase.

ILLUSTRATIONS.

1. *Gold* is a metal. *Walking* is good exercise.

The Subject of the first sentence is the Noun *gold;* of the second, the Noun *walking.*

2. *We* hear the music.

The Subject is the Pronoun *we.*

3. *To walk* is good exercise.

The Subject is the Phrase, *to walk.*

4. *Fishing for trout* is fine fun.

The Subject is the Phrase, *fishing for trout.*

☞ **Select the Subjects in the following Simple Sentences, and tell in regard to each if it is** NOUN, PRONOUN, **or** PHRASE:

1. The snow fell heavily.
2. Writing letters was her daily occupation.
3. We are brothers.
4. To forget an injury is the mark of a noble mind.
5. That day I oft remember.
6. Books are not dead things.

4. The simple Predicate of a Simple Sentence will be either—

1. A Verb by itself—if the Verb is a Complete Verb.

2. A Verb and its complement—if the Verb is an Incomplete Verb.

NOTE.—All *Transitive* Verbs, that is, Verbs expressing an action that *passes over* to an object, are Incomplete. Their complement is called the OBJECT.

The Verb *be*, and a few Verbs that contain the sense of the Verb *be*, as *become*, *seem*, *feel*, etc., take, as their complement, either an Adjective (called *Predicate Adjective*), or a Noun (called *Predicate Nominative*).

5. In the sentence, "Birds sing," the Verb *sing* is the Predicate; *sing* is a Complete Verb; that is, it makes full sense by itself.

6. In the sentence, "Columbus discovered America," the simple Predicate is, *discovered America*. The Verb *discovered* alone does not form the Predicate, because "Columbus *discovered*" does not make complete sense. *Discovered* is an Incomplete Verb.

7. "The sky is blue." Here the bare Predicate is, *is blue*. The Verb *be* is an Incomplete Verb.

8. When the Verb is an *Incomplete* Verb, the Predicate consists of the Verb and whatever word is *necessary* to fill out its sense.

☞ **In the following sentences, point out the simple Predicates. Tell whether the Verb is Complete or Incomplete; and if Incomplete, tell what is its Complement.**

1. The sun shines.
2. I like flowers.
3. He wishes to go.
4. Napoleon was chosen emperor.
5. The vessel sailed yesterday.
6. Glass is transparent.

Model of Analysis—Simple Subject and Predicate.

1. "The birds sing."

This is a Simple Sentence, because it contains only one Subject and one Predicate. The Subject is the Noun *birds*. The Predicate is *sing*.

2. "You are scholars."

This is a Simple Sentence, because it contains only one Subject and one Predicate. The Subject is the Pronoun *you*. The Predicate is, *are scholars*. *Are* is an Incomplete Verb, and *scholars* is its complement.

3. "To lie is disgraceful."

This is a Simple Sentence, because it contains only one Subject and one Predicate. The Subject is the Phrase *to lie*. The Predicate is, *is disgraceful*. The Verb *is* is Incomplete, and the Adjective *disgraceful* is its complement.

4. "The fisherman brought a lobster."

This is a Simple Sentence. The Subject is *the fisherman*. The Predicate is, *brought a lobster*. The Incomplete Verb *brought* has for its complement the *object* "lobster."

Exercise 35.

A.

ANALYZE *the following sentences:*

1. Waters ripple. 2. Washington fought. 3. Elizabeth was queen. 4. The dog fights. 5. Faust invented printing. 6. Steel tarnishes. 7. To die for one's country is sweet. 8. Art refines. 9. Music soothes. 10. To forgive is divine. 11. We know him. 12. Charge!

B.

Write a SIMPLE SENTENCE, *containing a simple Subject and Predicate, on each of the following subjects. When done, analyze the sentences.*

1. Winds.	3. Rain.	5. Wheat.
2. Morning.	4. Snow.	6. Night.

XXXVIII. ANALYSIS—ENLARGED SUBJECT.

1. A Noun, the simple Subject of a Simple Sentence, may be enlarged by—

1. An Adjective *word.*
2. An Adjective *phrase.*

2. An Adjective word may be—

An Adjective; as, "*bright* skies;" "*some* books."
A Possessive Noun; as, "the *sun's* rays."
A Noun in Apposition; as, "Alexander, the *coppersmith.*"

3. Adjective phrases are generally introduced by Prepositions or by Participles. Thus:

1. Men *of renown.* [Phrase introduced by a *Preposition.*]
2. The balloon, *filled with gas,* floated up in the air. [Phrase introduced by a *Participle.*]

Model of Analysis.

1. "Heavy rain falls."

This is a Simple Sentence. The simple Subject is *rain.* The Subject is enlarged by the Adjective *heavy.* The bare Predicate is *falls.* It is not enlarged.

2. "John's book is torn."

This is a Simple Sentence. The simple Subject is *book.* The Subject is enlarged by the Adjective word *John's,* in the Possessive Case. The Predicate is, *is torn.*

3. "The study of history improves the mind."

This is a Simple Sentence. The simple Subject is *study.* The Subject is enlarged by the Adjective word *the,* and by the Adjective phrase, *of* The Predicate is, *improves the mind.*

4. "Sailing across the Atlantic, Cabot reached Labrador."

This is a Simple Sentence. The simple Subject is *Cabot.* The Subject is enlarged by the Adjective phrase, *sailing across the Atlantic.* The Predicate is, *reached Labrador.*

Exercise 36.

A.

ANALYZE *the following Simple Sentences, according to the previous model:*

1. Great men are rare.
2. The huntsman's horn awoke the echoes.
3. Franklin, the philosopher, was an American.
4. Many friends of my youth have perished.
5. The army, having crossed the Potomac, entered Maryland.
6. Exhausted by fatigue, we lay down.
7. The little bird's song is sweet.

B.

In the following sentences, ENLARGE *the subject by means of Adjective words, Adjective phrases, or both.*

MODEL.—"The bridge spans the river." *Enlarged*—"The great iron bridge, built by a skillful engineer, spans the river."

1. The bridge spans the river.
2. The mechanic repaired the engine.
3. Snakes infest the country.
4. Milton wrote "Paradise Lost."
5. Birds fly.
6. The fox stole the hens.
7. Bees gather honey.
8. Music soothes.
9. The fire burns.
10. The day is passed.
11. Humboldt is dead.
12. Books please me.

XXXIX. ANALYSIS—ENLARGED PREDICATE.

1. A Complete Verb forming the Predicate of a Sentence is enlarged by—

1. An Adverb.
2. An Adverbial Phrase.

ILLUSTRATIONS.

1. The horse ran *swiftly.* [Enlargement by an Adverb.]

2. Great men lived *during the Revolution.* [Enlargement by an Adverbial phrase.]

2. A Noun used as the complement of an Incomplete Verb may be enlarged by an Adjective word or by an Adjective phrase. Thus:

1. The rain has injured the *growing crops.*

Here the Noun *crops*, which is the complement, or object, of the Incomplete Verb *injured*, is enlarged by the Adjective word *growing.*

2. The Egyptians embalmed the *bodies of their dead.*

Here the Noun *bodies*, the object of *embalmed*, is enlarged by the Adjective phrase, *of their dead.*

3. We passed *a shepherd tending his sheep.*

Here the Noun *shepherd*, object of *passed*, is enlarged by the Adjective phrase, *tending his sheep.*

Model of Analysis.

1. "The army advanced rapidly."

This is a Simple Sentence. The Subject is, *the army*—not enlarged. The simple Predicate is, *advanced.* The Predicate is enlarged by the Adverb *rapidly.*

2. "A spirit haunts the year's last hours."

This is a Simple Sentence. The Subject is, *a spirit.* The simple Predicate is, *haunts the hours.* The complement of *haunts* is the Noun *hours.* It is enlarged by the Adjective words *year's* and *last.*

3. "The sloth, in its wild state, passes its life on trees."

This is a Simple Sentence. The simple Subject is, *the sloth.* The Subject is enlarged by the Adjective phrase, *in its wild state.* The simple Predicate is, *passes its life.* The Predicate is enlarged by the Adverbial phrase, *on trees.*

Exercise 37.

A.

ANALYZE *the following* SIMPLE SENTENCES:

1. Rich men should give liberally.
2. The horn of the hunter is heard on the hill.
3. My dear mother will soon be here.
4. The squirrel eyes askance the chestnuts browning.
5. Heaven from all creatures hides the book of fate.
6. Some birds of prey, having secured their victim, fly with it very swiftly to their nests.

B.

In the following sentences, ENLARGE *the Predicate by means of Adverbs, Adverbial phrases, or both.*

MODEL.—"We go to swim." *Enlarged*—"We often go to swim in the river."

1. We go to swim.
2. The moon shines.
3. They learn their lessons.
4. The American soldiers fought.
5. James wrote a letter.
6. It is pleasant to watch the stars.
7. We took shelter.
8. The fire burns.
9. Bees gather honey.
10. The microscope shows us animalculæ.
11. Birds fly.
12. Fishes swim.

XL. REVIEW OF PUNCTUATING SIMPLE SENTENCES.

1. The comma and the terminal mark (period, point of interrogation, and point of exclamation) are the only marks used in punctuating Simple Sentences.

The Terminal Mark.

2. Close a Declarative Sentence with the period, an Interrogative Sentence with the interrogation-point, and an Exclamatory Sentence with the point of exclamation.

It is cold to-day.
Is it cold to-day?
How cold it is to-day!

The Comma.

RULE I.—**Words of the same class in a series, taken individually or in pairs, are separated by commas.**

"The *calm*, *cool*, *resolute* man presented a noble example of daring."

"Russia exports *wheat*, *tallow*, *flax*, and *hides*."

NOTE.—But two co-ordinate words, joined by *and* or *or*, are not to be separated.

RULE II.—**A Phrase, unless very closely connected with the word to which it belongs, is to be marked off by a comma.**

1. "*In spite of all difficulties*, they resolved to make the attempt."

2. "The Indian monarch, *stunned and bewildered*, saw his faithful subjects falling around him." But in the sentence, "Our house is beautifully situated about three miles from town," the phrase, *about three miles from*

town, is too closely joined in construction to be separated by a comma.

RULE III.—**In a succession of Phrases, each Phrase is to be marked off by a comma.**

"At daybreak, the combined fleets were distinctly seen from the Victory's head, *formed in a close line of battle ahead, on the starboard tack, about twelve miles to leeward, and standing to the south.*"

RULE IV.—**Adverbs like HOWEVER, INDEED, THEREFORE, etc., being equivalent to Phrases, are generally marked off by commas.**

"The story, *however*, was pronounced untrue."

"No man, *indeed*, is always happy."

RULE V.—**Words or Phrases in Apposition are marked off by commas.**

"James Watt, *the improver of the steam-engine*, was a native of Greenock."

"Washington, *commander-in-chief of the American army*, won the battle of Trenton."

Exercise 38.

PUNCTUATE *the following Simple Sentences:*

1. Washington was blessed with a sound understanding an intrepid spirit a benevolent heart
2. In our present advanced state it is a disgrace not to be able to write good English
3. In carrying a barometer from the level of the Thames to the top of St Paul's Church in London the mercury falls half an inch marking an ascent of about five hundred feet
4. How sad how dreary how desolate is this scene
5. Is it not pleasant in the morning to brush the dew upon the upland lawn
6. Milton the author of "Paradise Lost" was blind
7. The signal being given the fleet weighed anchor
8. The grocer sells tea coffee sugar and spices
9. On the rich and the eloquent on nobles and princes the Puritans looked down with contempt

XLI. REVIEW OF MAKING SIMPLE SENTENCES.

1. In the previous Lessons we have learned all that goes to make up a Simple Sentence.

2. A Simple Sentence contains but a single statement, and therefore it can have only one Subject and one Predicate.

3. A Sentence, however, may be Simple, and still contain a great many words. This is because the simple Subject—the Noun—may be enlarged by words and by phrases, and the simple Predicate—the Verb—may be enlarged in the same way.

"Birds fly."

This is a Simple Sentence in its barest form.

"Some birds of prey, having secured their victim, fly with it very swiftly to their nests."

This is still a Simple Sentence, but both Subject and Predicate are enlarged by words and phrases.

4. By way of practice and review, we shall now have an exercise in building up Simple Sentences.

Separate Statements.....

1. *A balloon is a bag.*
2. It is a thin bag.
3. It is a light bag.
4. It is made of varnished silk.
5. It is generally shaped like a globe.
6. It is filled with a fluid lighter than common air.

Combined.....

A BALLOON IS A *thin*,(2) *light*(3) BAG, *made of varnished silk*,(4) *generally shaped like a globe*,(5) and *filled with a fluid lighter than common air*.(6)

In the combined form, this is a Simple Sentence, for the reason that it contains but one Subject, "a balloon," and one Predicate, "is a

bag." The second statement, "it is a thin bag," contributes to the first—which is the main or skeleton statement—a single word, "thin;" the third statement adds to the main statement another particular, expressed by the single word "light;" the fourth adds a *phrase*, "made of varnished silk;" the fifth adds another *phrase*, "generally shaped like a globe;" and the sixth still another phrase, "filled with a fluid lighter than common air."

Separate Statements.....
1. *Columbus returned to Spain.*
2. He returned in 1493.
3. He had spent some months in exploring the delightful regions.
4. These regions were now first thrown open to European eyes.

Combined.....
In 1493, Columbus returned to Spain, having spent some months in exploring the delightful regions now first thrown open to European eyes.

5. The reverse of *Synthesis*, or building up detached statements into a Simple Sentence, is rhetorical *Analysis*, that is, writing in separate sentences the different statements implied in the original sentence. Thus—

"Goldsmith, the author of the 'Deserted Village,' wrote with perfect elegance and beauty, in a style of mellow tenderness and elaborate simplicity."

This sentence may be resolved into the following statements:

1. Goldsmith wrote with perfect elegance.
2. Goldsmith was the author of the "Deserted Village."
3. He wrote with perfect beauty.
4. He wrote in a style of mellow tenderness.
5. He wrote in a style of elaborate simplicity.

6. Pupils should learn, first of all, to express their thoughts in Simple Sentences. School-boys and school-girls often fall into the habit of writing long, loose, ill-constructed sentences. In order to form the habit of clear composition, remember the following:

RULE.—**Do not combine disconnected statements by means of Conjunctions or Relative Pronouns; but write**

short sentences, each expressing a complete thought. And whenever you have written a very long, involved sentence, break it up into two or more brief and clear sentences.

7. The following is a single sentence taken from the Exercise of a pupil:

"Peter Vacaro an Italian who lived in South America, had a monkey which was so well trained that he would do any thing that he told him, so one day he told him to go to the market and bring some meat and the monkey done as he was told, got the meat and hurried home."

This would be improved very much by breaking it up, and making a few slight changes—thus:

"Peter Vacaro, an Italian who lived in South America, had a monkey which was so well trained that he would do any thing his master bade him do. One day he was told to go to the market and bring some meat. The monkey did as he was ordered: he got the meat and hurried home."

Exercise 39.

A.

Combine the following groups of statements so that each group shall form a single SIMPLE SENTENCE:

1. *New York is a great city.*
   It is a commercial city.
   It is situated on New York Bay.
   It is situated at the mouth of the Hudson River.
2. *I have a dress.*
   It is a pretty dress.
   It is a blue dress.
   It is made of silk.
   It is cut in the latest fashion.
   It is trimmed with lace.
3. *Charles XII., of Sweden, was defeated.*
   He was defeated at Pultowa.
   It was by Peter the Great he was defeatod.
   Peter the Great was Czar of Russia.

4. *The house was burned.*
   It was a white house.
   The house was on the hill.
   It had a beautiful garden.
5. *The smugglers came to the hermit's cell.*
   They came on the third day.
   They came by the direction of the peasants.
6. *The Federalists secured the election of John Adams.*
   Washington had refused to be re-elected President.
   Adams was a leading member of the Federalist party.
   He was already distinguished by his political services during the Revolution.

☞ **Exchange papers, and write letters of criticism. Notice—**

1. Is the sentence a Simple Sentence?
2. Are there any mistakes of spelling?
3. Is the punctuation correct?
4. Are the Phrases arranged in the best possible manner?
5. Has the sentence any other faults? Can you improve it in any way?

B.

Break up each of the following long sentences into a number of brief, clear sentences, making any needed corrections. (These sentences are from actual compositions.)

1. One day I took *Gip* out to let him run and he saw a cat and the cat stuck up her tail and scratched him on the nose and ran away and he will never go near a cat again.

2. The first locomotive was invented in 1802 by Richard Trevethick, but could only draw a light load at the slow rate of five miles an hour, and thence, step by step, they became more elaborate, stronger, and faster until now they are beautiful specimens of workmanship, and almost any day you can see a locomotive dragging after it so long a train of cars that it would seem it were impossible for the locomotive to stir it, and now they attain the almost incredible speed of sixty miles an hour, and I saw in a paper that a train bearing relief to the Boston, some time since, made better time than that, being the fastest on record.

3. There are a great many different kinds of trees, some furnishing us with wood for common purposes, such as flooring for our houses and frames for the windows, while others afford us more beautiful wood, which, when polished, is made into tables and chairs and various articles of furniture.

XLII. CONSTRUCTION OF NOUNS.

(1.) Nouns as Subjects.

1. The usual place of a Noun used as the Subject of a Sentence is before the Verb; as, *A messenger was sent.* But in certain cases this order is inverted—

1. When, for the sake of emphasis, some other important word or phrase is put first; as, (*a.*) *Never will I consent* to so dishonorable a proceeding; (*b.*) *In* came his father just as he was writing to him; (*c.*) *In the beginning* was the Word.

2. In sentences which report a dialogue, *said he, replied I,* and the like; as, *Come, said my friend, make haste!*

3. In Interrogative and in Imperative Sentences; as, *Are you there? Go ye into all the world.*

☞ **Point out the Subjects in the following sentences, and show in what respect their place is not the usual one.**

1. Down fell the house with a great crash.
2. Great is Diana of the Ephesians.
3. Then rose from sea to sky the wild farewell.
4. "What will become of the poor sheep?" thought she.
5. Has an answer yet been received?
6. May he be happy!

(2.) Use of the Possessive Form.

William's share was five thousand dollars.
Mary's share was five thousand dollars.

2. If we combine these sentences, we shall have: William's and Mary's share was five thousand dollars. But suppose we wish to say, not that each separately had five thousand dollars, but that the share of both together was five thousand dollars, we must write, William and Mary's share was five thousand dollars.

RULE.—**In a series of Possessive Nouns, if separate ownership is meant, write each Noun with the Possessive sign; if joint ownership, use the sign with the last only.**

☞ **Tell in which sentence joint ownership is meant, and in which separate ownership.**

1. Have you read any of Beaumont and Fletcher's plays?
2. Have you read any of Shakspeare's and Jonson's plays?
3. We admire Scott's genius.

3. In the sentence, "We admire Scott's genius," suppose we wish to add to *Scott's* the Explanatory Noun, the *novelist*, how shall we write the sentence?

We admire *Scott's* the *novelist's* genius.
We admire *Scott's*, the *novelist*, genius.
We admire Scott the novelist's genius.

The last form is the correct one.

RULE.—**When two Possessives are in Apposition, the last alone takes the Possessive sign.**

NOTE.—In all such cases, however, it is much better to turn the sentences thus: "We admire the genius of Scott the novelist."

4. The following construction is bad English:

John going was unexpected.
The reason of *him* being there is unknown.

These sentences should be—

John's going was unexpected.
The reason of *his* being there was unknown.

(3.) Nouns as Objects.

5. Nouns are generally placed after the Verbs of which they are the Objects; as, "The merchant has built a *house*." But if we wish to be emphatic, we place the Object first; as, My *right* there is none to dispute = There is none to dispute my *right*.

☞ **Point out the Objects in the following sentences, and say what is unusual in their position.**

1. That picture I have sold, but I will show your friend another.
2. Can honor's voice the silent dust provoke?
3. The baker he hanged.
4. The liar we can not respect.
5. The poor ye have always with you.

XLIII. HOW TO PARSE NOUNS.

1. Subject..... { The Noun [naming it, and telling whether it is Proper or Common, Singular or Plural] is Subject of such and such a Verb [naming it], because it is that of which a statement is made by the Verb.

"The *army* suffered defeat."

ARMY is a Common Noun, Singular Number, and Subject of the Verb *suffered*, because it is that of which the statement, *suffered defeat*, is made.

☞ **In the following sentences, parse the Noun-subjects:**

1. Fishes are covered with scales.
2. A wise son maketh a glad father.
3. From crag to crag leaps the live thunder.
4. The horse is a quadruped.

2. Object..... { The Noun [naming it, and telling whether Proper or Common, Singular or Plural] is Object of the Verb [naming it].

"Columbus discovered *America*."

AMERICA is a Proper Noun, Singular, and is Object of the Verb *discovered*.

☞ **In the following sentences, parse the Noun-objects:**

1. The cat followed the girl.
2. A man killed a tigress.
3. Fulton invented the steamboat.
4. The people saw the giant.

3. Apposition..... { The Noun [naming it, etc.] is in Apposition with the Noun or Pronoun [naming it], because it denotes the same person or thing.

"Washington, the *patriot*, was born in Virginia."

PATRIOT is a Common Noun, Singular, and is in Apposition with *Washington*, since it denotes the same person.

☞ **In the following sentences, parse the Nouns in Apposition:**

1. Milton, the English poet, wrote "Paradise Lost."
2. The Christians were persecuted by Nero, the infamous emperor.
3. That useful animal, the camel, is found in Asia and Africa.

4. Predicate Nominative. { The Noun [naming it, etc.] is the Predicate Nominative after the Verb *be*, and explains the Subject [naming it].

"Washington was a *patriot*."

PATRIOT is a Common Noun, Singular, in the Predicate Nominative after *was*, and explains the Subject, *Washington*.

☞ **In the following sentences, parse the Nouns in the Predicate Nominative:**

1. Iron is a metal.
2. Franklin was a printer.
3. In a few years we shall be men.

5. Possessive..... { The Noun [naming it, etc.] is in the Possessive Case [or Adjective form], and limits the Noun [naming it].

"The *boys'* slates are broken."

BOYS' is a Common Noun, Plural, Possessive Case, and limits the Noun *slates*.

☞ **In the following sentences, parse the Nouns in the Possessive Case:**

1. The beggar's rags may cover a noble heart.
2. The girl's slate broke, and the children's toys were lost.
3. Who soiled the horse's saddle?
4. The hero's harp and the lover's lute are silent.

6. Phrase Use..... { The Noun [naming it, etc.] is linked by the Preposition [naming it] to such and such a word, and forms a Phrase, Adjective or Adverbial.

"The man *with the white coat* came *from London*."

COAT is a Common Noun, Singular, and is linked by the Preposition *with* to the Noun *man: with a white coat*, is an Adjective Phrase.

LONDON is a Proper Noun, Singular, and is linked by the Preposition *from* to *came: from London*, is an Adverbial Phrase.

NOTE.—Nouns denoting time, space, or quantity, may be parsed as Phrases. The Preposition in such cases is understood. The travelers had ridden forty *miles* (that is, *over forty miles*). The table is worth ten *dollars* (that is, is of the value *of ten dollars*).

☞ **In the following sentences, parse the Nouns used in Phrases:**

1. The boy in the boat caught a fish with a line.
2. The child met me on the road.
3. A sailor at sea looks hopefully for land.

7. Independent..... {The Noun [naming it, etc.] is used independently.

"Our *Father*, who art in heaven."

FATHER is a Proper Noun, Singular, and is used independently by address.

"The *mist* having arisen, a beautiful prospect was disclosed."

MIST is a Common Noun, Singular, and is used independently in the Phrase, *the mist having arisen.*

☞ **In the following sentences, parse the Nouns independent.**

1. Oh mighty Cæsar! dost thou lie so low?
2. Columbus having finished the account of his voyage, the sovereigns sank upon their knees.
3. Speak, marble lips!
4. The battle being ended, the general counted his loss.

Exercise 40.

A.

Parse all the NOUNS *in the following sentences:*

1. James roasted the apples.
2. The source of the Nile has been discovered by no one yet.
3. Coal-fields are the remains of vast forests.
4. The patriot's heart bled.
5. Warren was a patriot.

6. O Death, where is thy sting?
7. God moves in a mysterious way,
   His wonders to perform:
   He plants His footsteps in the sea,
   And rides upon the storm.

B.

Read aloud the following piece; then write out an abstract from memory, and parse all the NOUNS:

FROZEN WORDS.—[ADDISON.]

We were separated by a storm in the latitude of 73°; but finally our ship got safe into a creek of Nova Zembla. We landed, in order to refit our vessel and obtain a store of provisions. The crew made themselves a cabin of turf and wood, to fence themselves from the cold, which was severe beyond imagination. We soon observed that in talking to one another we lost several of our words, and could not hear one another at above two yards' distance, even when we sat very near the fire. The reason was that our words froze in the air before they could reach the ears of the person to whom they were spoken. As the cold increased, the whole company grew dumb, or rather deaf; for each man knew he spoke as well as ever, but the sounds were condensed and lost. We continued here three weeks in this dismal plight. At length the air about us began to thaw. Our cabin was immediately filled with a dry, clattering sound, which I afterward found to be the crackling of consonants that broke above our heads, and were often mixed with a gentle hissing, that I imputed to the letter *s* which occurs so frequently in the English tongue. This was soon followed by syllables and short words, and at length by entire sentences, that melted sooner or later, as they were more or less congealed; so that we now heard every thing that had been spoken during the whole three weeks. It was now very early in the morning, and yet, to my surprise, I heard somebody say, "Captain, it is midnight, and time for the ship's crew to go to bed." This I knew to be the pilot's voice; and upon recollecting myself, I concluded that he had spoken these words to me some days before, though I could not hear them before the present thaw. Presently we heard a volley of oaths and curses, uttered in a very hoarse voice, which I knew belonged to the boatswain, who was a very choleric fellow, and had been cursing and swearing at me when he thought I could not hear. Half a mile from our cabin we heard a bear's groanings, which at first startled us; but we soon learned that he was dead and lay in salt, having been killed about a fortnight before.

XLIV. CONSTRUCTION OF ADJECTIVES.

(1.) The Article.

1. When two or more Nouns or Adjectives refer to the same thing, the Article is prefixed to the first only; but if they refer to different things, the Article should be repeated with each.

ILLUSTRATIONS.

1. "The governor and commander-in-chief has arrived"—that is, one person.

2. "The governor and *the* commander-in-chief have arrived"—that is, two persons.

3. "He lives in a long and narrow street"—one street.

4. "The rich and *the* poor have a common interest"—two classes.

☞ **Show the application of this rule in the following sentences:**

1. The ox and the sheep are the domestic animals chiefly used for food.
2. Benjamin Franklin, the philosopher and statesman, lived in Philadelphia.
3. The three brothers were under a large and spreading tree.
4. I passed a man and a boy on my way to the village.
5. Bishop Butler is a better reasoner than writer.
6. I saw a red, white, and blue flag. Here is a white and a red flag.

(2.) Comparison.

2. The Comparative is used when two objects are compared; the Superlative, when more than two. Hence—

RULE.—**Be careful not to use the Superlative when but two objects are compared.**

"The Euphrates and the Tigris are rivers of Asia: of these, the Euphrates is the *larger*, and the Tigris the *more rapid.*"

It would be wrong to say, the Euphrates is the *largest*, the Tigris the *most rapid.*

☞ Why is this sentence incorrect—"This is the best house of the two?"

(3.) Position of Adjectives.

3. An Adjective generally precedes its Noun; as, a *wise* man; a *great* and *wise* man. But it may follow it for emphasis or in poetic construction; as, "a man *wise* and *good*," "a man he was to all the country *dear.*"

(4.) Adjectives for Adverbs.

4. A few Verbs containing the meaning of the Verb *be* can take a Predicate Adjective instead of an Adverb.

1. The rose smells *sweet.*
2. The velvet feels *smooth.*

5. It would be incorrect to say, the rose smells *sweetly;* the velvet feels *smoothly.* The Verb *be* is in the Verbs *smells* and *feels.* The rose does not really *smell*, and the velvet does not really *feel.* It is only living beings that can do these things. What these sentences mean is, that the rose *is* sweet to the scent, and that the velvet *is* smooth to the feel.

NOTE.—In parsing, notice that there are a few Verbs like

1. Smell.	3. Look.	5. Become.
2. Feel.	4. Taste.	6. Grow.

That these Verbs all have the Verb *be* in them, and that these Verbs take a Predicate Adjective, whereas all ordinary Verbs take Adverbs.

☞ Would you say, "Miss Smith looks *beautifully?*" [Adverb.] Why not? Would you say, "The lemon tastes *sourly?*" Why not?

(5.) Parsing of Adjectives.

6. An Adjective is parsed by saying that it describes or limits the Noun [naming it].

7. A Predicate Adjective is parsed by saying that it is the Predicate Adjective, and describes the subject of the Verb.

MODEL.—"What an *excellent* thing is knowledge."

EXCELLENT is an Adjective, and describes the Noun *thing*.

"The way was *long*."

LONG is a Predicate Adjective after the Verb *was*, and describes the subject, *way*.

Exercise 41.

A.

Parse the ADJECTIVES *in the following sentences:*

1. The long grass of the American prairies sometimes catches fire.
2. There are high mountains and deep valleys in Switzerland.
3. The best fruits grow in warm countries.
4. The way was long, the wind was cold,
   The minstrel was infirm and old.
5. Water is transparent.
6. The fields look brown.
7. Silk-worms are curious and industrious little creatures.
8. I heard this wonderful story when I was a little girl.
9. This house is colder than yours.
10. The ostrich is the largest [bird] of birds.

B.

Correct the errors in ADJECTIVES.

1. Which is the oldest of these two boys?
2. The fields look greenly.
3. The dog smells disagreeably.
4. Emilie is the brightest of my two daughters.
5. This cake tastes sweetly.
6. Mary sings sweet.

XLV. MISUSED ADJECTIVES.

(1.) These for This.

1. The Adjective *this* must be used only with Singular Nouns; *these* with Plural Nouns. This rule is violated in such expressions as "*these* sort of people," "*those* kind of horses." We must say, "*this* sort of people," "*that* kind of horses."

(2.) Them for These.

2. The Personal Pronoun *them* is frequently used for the Adjective *those;* as, "*them* things," meaning "*those* things." The word *them* is the Object-form of the Pronoun *they;* hence it can not be used as an Adjective. We might as well say "*him* carriage," "*him* nose," for "*his* carriage," "*his* nose."

(3.) This Here.

3. The use of *this here*, and of *that there*, instead of *this* and *that*, is incorrect. Alone, *this* expresses all that can be denoted by *this here*, and *that* expresses all that can be denoted by *that there*. (This way of speaking is a sure sign of a want of education in the person using it.)

(4.) High-sounding Adjectives.

4. The pupils may write on slates or on paper, the following Adjectives:

Awful.	Splendid.
Frightful.	Tremendous.
Horrible.	Dreadful.

5. These are all good English Adjectives. It is perfectly proper to use them when we use them *rightly*. But

these words, and some others like them, are very often abused by careless children and grown people.

6. *Awful* means, *inspiring awe.* We may say of a thunder-storm that it was *awful*, and this would be perfectly proper, because a thunder-storm is *awe-inspiring.*

7. Would it be proper to speak of an "*awful* lot of fun?" or of an "*awfully* hard lesson?" Certainly not. There is nothing awe-inspiring in either of these things. The person who uses such expressions means merely that there was a *great deal* of fun, and that the lesson was *very* hard.

8. RULE.—**Never use an Adjective larger in meaning than the idea that you wish to express.**

ILLUSTRATIONS.

1. "The heat was perfectly *frightful.*"

In most cases, all that is meant is that the heat "was very *great*," or "very *oppressive*," or simply, that it "was *very hot.*"

2. "When we got to the hotel we had a *horrible* dinner."

"Horrible" signifies something that strikes us with *horror;* and a dinner would need to be a repast like a cannibal's, to deserve the name of *horrible.* Probably the expression, "We had a *very bad* dinner," would fully describe its degree of badness.

Exercise 42.

Correct the errors in the following sentences:

1. Them apples are sour.
2. That 'ere horse is blind of one eye.
3. Those sort of people are always complaining.
4. Writing letters is an abominable nuisance.
5. Grandmother was some better last night.
6. Them boys are making an awful racket.
7. We saw a tremendously big spider.
8. The music was awfully gorgeous.
9. Hand me them slates.
10. He finds it more simpler to take your plan.

XLVI. LESSON ON THE AGREEMENT OF VERBS.

1. RULE.—The chief rule for Verbs is, that **they must agree with their Subjects in number.**

2. In practice this rule means, that when we use the Present Tense of a Verb with a Singular Noun, or with *he*, *she*, or *it*, the Verb must take an *s;* whereas with *I*, and also in the Plural, it has no *s*.

3. It also means that we must be very careful with a few very irregular forms, remembering that—

Has	is Singular;	*Have*,	Plural.
Does	"	*Do*,	"
Goes	"	*Go*,	"
Is	"	*Are*,	"

The reason why we must be particular with these irregular Verbs is because they are used very much in helping to form the various tenses of all Verbs.

4. The scholar knows by this time that such expressions as the horses *runs*, the boys *has* gone to school, the dog *walk*, are wrong, and why they are wrong. Probably all attentive scholars have learned to avoid such mistakes. But there are other forms of expression that are not so simple as these.

5. The first difficulty in making Verbs agree in Number with their Subjects occurs *when the Subjects have qualifying Phrases.*

ILLUSTRATIONS.

1. The *union* of two great rivers *produces* the La Plata.

The Verb is *produces;* the Subject is *union. Union* is in the Singular Number, and hence *produces* is rightly in the Singular Number, to agree with it. True, the Adjective Phrase, *of two great rivers,* comes after the word *union;* and the mere sound of the word *rivers,* coming just before the Verb, might make careless speakers think that the Verb should be plural—*produce.* But the real Subject is *union;* and the word *rivers* can have nothing to do with the number of the Verb, because *rivers* is used with a Preposition, to form an Adjective Phrase, and hence it has no control over the Subject of the Verb.

2. The condition of the roads *are* horrible.

The real Subject of the Verb is the Noun *condition,* which is Singular. The Verb, therefore, should be *is*—the *condition is.* The phrase *of the roads,* being a mere qualifier, has no control over the Number of the Verb.

6. RULE.—**When a Subject has qualifying Words or Phrases, select the real Subject, and make the Verb agree with that, without reference to the qualifying Words or Phrases.**

Exercise 43.

☞ **What WORD is the real Subject in these sentences?**

1. The direction of the mountains was toward the south.
2. The store, with all the goods in it, was destroyed.
3. None of our children like tomatoes.
4. Six months' interest seems to be due.
5. The mechanism of clocks and watches were then unknown (wrong).
6. A variety of circumstances are to be taken into account (wrong).

☞ **What PHRASE in each of these sentences might lead a careless speaker into making a mistake in the Number of the Verb?**

MODEL.—"Six months' interest seems to be due."

The Verb is *seems,* in the Singular Number. It agrees with its Subject, *interest.* The word *months'* has no control over the Number of the Verb, because that word is a mere Adjective describing *interest.*

XLVII. VERBS WITH TWO SUBJECTS.

(1.) Two Nouns joined by "and."

1. Sometimes the Subject of a Verb consists of two or more Singular Nouns. Thus:

1. The horse, the ox, and the deer *are* quadrupeds.
2. Grace and Gertrude *have* recited their lessons.
3. Gold and silver *are* precious metals.

2. In the first sentence the Subject consists of three Singular Nouns, connected by *and*. What are they? The Subject of the second sentence is two Singular Nouns, connected by *and*. What are they? The Subject of the third sentence is two Singular Nouns. What are they?

3. RULE.—**Two or more Singular Subjects, meaning different persons or things, and joined by AND, take a Verb in the Plural.**

*** Even a single Noun, if it denotes more than one thing, as *trees, men, houses,* requires a Verb in the Plural. In the same manner, if we unite two or more singular names by *and*, there is plurality of Subject, and, of course, the Verb must be Plural.

4. **Exceptions.**—There are some apparent exceptions to the rule.

ILLUSTRATIONS.

1. A gentleman and scholar *lives* here.

EXPLANATION.—This means that *one person*, who is both a gentleman and a scholar, *lives* here. Thus there is but one person spoken of; and notwithstanding that you give him two different *names*, the Verb is in the Singular Number, for the reason that the Verb makes a statement of a *subject*, and not of its *names*.

2. Why *is* dust and ashes proud?

The *is* is correct, because we are really speaking of one thing, namely, *man*.

3. The boy, and not the dogs, *is* to blame.

The Verb *is* is correct. The sentence really makes two statements —The boy *is* to blame; the dogs *are not* to blame. But as one Subject is Singular and the other Plural, we can not make both statements by means of one Verb. Hence we make the Verb agree in Number with the Affirmative Subject, and leave the correct form of the Verb to be *understood* with the Negative Subject.

4. Every tree and every shrub *is* in bloom.

The rule in such cases is that when two or more Singular Subjects joined by *and* are described by the Adjectives *each*, *every*, or *no*, the Verb takes the Singular form.

(2.) Two Nouns joined by "or."

5. RULE.—**Two or more Singular Subjects, joined by OR or NOR, require a Verb in the Singular.**

ILLUSTRATIONS.

1. John or his brother *has* the book.

The two Singular Subjects are *John* and *his brother*. They are separated by *or*, and hence, as we really make the statement of only *one*, the Verb *has* is Singular.

2. Either Anne or Jane *tell* a falsehood.

You observe that the Verb *tell* is Plural. But this is wrong: the statement is made of but *one*, and hence the Verb should be singular —*tells* a falsehood.

6. Sometimes one of the Subjects separated by *or* is Singular, and the other Plural. In this case the Verb is made Plural. Thus—"He or his friends *are* to blame."

Exercise 44.

Correct the MISTAKES *in the following sentences:*

1. Pines and firs grows in Norway and Sweden.
2. My friend and companion are dead.
3. The general, but not the soldiers, have arrived.
4. Neither silk nor tea are produced in this country.
5. Where is the hopes or the vigor of youth?
6. Were Webster or Clay ever president?

XLVIII. LESSON ON "THERE IS" AND "THERE ARE."

1. Shall we say, "there *is*," or "there *are?*" This depends entirely on what comes after the *is* and the *are*.

1. There *are* apples on the tree.
2. There *is* water in the milk.
3. There *is* a peck of potatoes in the pantry.
4. There *are* many flowers born to blush unseen.
5. There *is* a pleasure in the pathless wood.

2. Let us now see why we say *is* or *are* in each case.

1. There *are* apples on the tree—because the Plural Noun, *apples*, coming after *are*, is its real Subject.

2. There *is* water in the milk—because the real Subject is the Singular Noun, *water*.

3. There *is* a peck of potatoes in the pantry—because the real Subject is the Noun *peck*, which is Singular; it matters not that we speak of a peck *of potatoes*, because *of potatoes* is a mere phrase, and can have no influence on the Number of the Subject.

4. There *are* many flowers born to blush unseen—because the real Subject is the Plural Noun, *flowers*.

5. There *is* a pleasure in the pathless woods—because the real Subject is the Noun *pleasure*, which is in the Singular Number.

3. Thus we clearly see that whether we shall say there *is*, or there *are*, depends entirely on the Number of the real Subject.

4. Now what is the little word *there?* If we say, "The book is *there*," the word *there* is an *Adverb*. But *there*, in the use shown in the sentences given above, is not an *Adverb*. Thus—

"*There* came to the beach a poor exile of Erin."

This is the same as if we should say—

"A poor exile of Erin came to the beach."

Hence, in all such cases, the word *there* serves to introduce the Verb's *real* Subject, which comes in the *Predicate.* It may be called an "introductory particle."

*** This is a kind of expression peculiar to the English language; and expressions peculiar to a particular language are called *idioms.* This construction, therefore, is an idiom; and it is a very good idiom, because it enables us to give variety to our way of stating things. Thus, in place of saying, "A fairy prince once upon a time existed," we can say, "*There was* once upon a time a fairy prince," which is an agreeable mode of turning the sentence.

5. The same rule that applies to there *is* and there *are*, applies to all Verbs used in the same idiomatic way with *there.* The Verb must agree with the real Subject, which will be found after the Verb.

ILLUSTRATIONS.

1. There *have* been *hundreds* of people here to-day.
2. There *was* a *man* whose name was John.
3. There *were* two *millions* of soldiers in Xerxes's army.
4. There *seem* to be *boys* who are never contented.
5. There *lives* an old *woman* in Swampscott.
6. There's (=there *is*) a *divinity* that shapes our ends.

Exercise 45.

Correct the following VERBS:

1. There's many men who can not read.
2. There are a great difference in the dispositions of people.
3. There was ten thousand men killed at Waterloo.
4. Live there a man with soul so dead?
5. There appears to be many who will not be promoted.
6. There is two or three apples on the table.
7. In fact, there is no servants in the house.
8. There are indeed a great number in attendance.
9. There were a shoal of herrings.
10. There was many fires last year.

XLIX. SYNTAX OF PRONOUNS.

(1.) Agreement of Pronouns.

1. Pronouns stand for Nouns. Hence, in using Pronouns, we must be very careful that we use the *right* Pronouns, and also that we use them rightly.

2. RULE.—**A Pronoun must be of the same Number as the Noun it is meant to represent;** as, "The man is sick: he has a fever;" "The men are foolish, because they waste *their* money."

3. RULE.—**When two or more Singular Nouns are joined by AND, the Pronoun used to represent them must be Plural; but when joined by OR, the Pronoun must be Singular.** Thus, "Whales and elephants are mammals: *they* suckle *their* young." "When he sees a dog or a cat he chases *it*."

4. RULE.—**Collective Nouns require Singular or Plural Pronouns, according as they convey the idea of unity or plurality.** Thus, "Congress" [idea of unity] "meets in December, and *it* will adjourn in March." "The people" [idea of plurality] "have disagreed, and *they* will continue to quarrel."

*** When one or more Nouns are preceded by the words *each*, *every*, *either*, or *no*, the Nouns are considered Singular, and must be represented by Singular Pronouns.

☞ **Correct the mistakes in the Pronouns.**

1. Both Webster and Clay loved his country.
2. Every man is the architect of their own fortune.
3. The army dragged themselves along through the mud.
4. Every boy and girl must learn their lesson.
5. The dog is a faithful animal when their master is kind to them.
6. Any body in their senses would have known better.

(2.) Pronouns as Subjects.

5. RULE.—**When a Pronoun is used as the Subject of a Verb, it must take the Subject-form.**

6. We should say,

I go to town,
He takes a walk.

And not,

Me go to town,
Him takes a walk.

7. Now, it is not at all likely that any person would say "*Me* go to town;" "*Him* takes a walk;" but careless people are constantly committing mistakes that are nearly as bad.

ILLUSTRATIONS.

1. Richard is taller than *me*.
2. Mary is older than *him*.
3. Who wants a kite? *Me*.

In each of these sentences there is a Verb understood. Let us write the sentences out in full:

1. Richard is taller than *me* am.
2. Mary is older than *him* is.
3. Who wants a kite? *Me* wants a kite.

Me is not the Subject-form, but the Object-form. So *him* is not the Subject-form, but the Object-form. Supplying the Subject-form, we have the sentences in the right shape.

1. Richard is older than *I*.
2. Mary is taller than *he*.
3. Who wants a kite? *I*.

(3.) Pronouns as Objects.

8. RULE.—**A Pronoun used as the Object of a Verb, or with a Preposition, must take the Object-form.**

9. This means that we should say,

I do not know *whom* I love best.

And not,

I do not know *who* I love best.

Here *whom* is the object of the Verb *love*, and hence it has, quite properly, the Object-form; but *who* is the Subject-form, which is incorrect.

10. A Pronoun linked by a Preposition must always be in the Objective form. Thus: "To *whom* did you give that book?" not "To *who* did you give that book?"

NOTE.—You would not say, *To who* did you give that book? But you might readily say, *Who* did you give that book *to*? The second sentence is just as bad as the first. The reason why the error is committed is because the Preposition is removed to a considerable distance from the Pronoun. Hence, when you are in any doubt in this matter *put the Preposition immediately before the Pronoun and see if the Pronoun has the Object-form.*

11. The following incorrect form of expression is very often heard:

Between you and *I*.

This should be "Between you and *me*." The Preposition *between* requires the Object-form of the Pronoun; hence *me*, and not *I*, should be employed.

☞ **Correct the mistakes in Pronouns:**

1. Peter is in the same grade as me.
2. Who do you see, sister Anne?
3. Between you and I, all is not gold that glitters.
4. No such girl as her should be promoted.
5. Let you and I go out boating.
6. Who did you get that book from?

(4.) Common Mistakes in Pronouns.

12. The scholar may write the following sentences:

1. Richard he went to school.
2. Eva she forgot her lunch-basket.
3. The dog it ran down the street.

You may make these sentences good English by leaving out the *he* in the first sentence, the *she* in the second, and the *it* in the third.

In the first sentence, "Richard he went to school," the Subject is *Richard*. You wish to say of him that he went to school. The way to do this is to say, "Richard went to school." The *he* is quite unnecessary, because you have the Subject, Richard.

13. RULE.—**Do not use a Personal Pronoun as the Subject of a Verb when the Verb has already a Noun for its Subject.**

NOTE.—It must not be thought that a Pronoun must *never* be used as the Subject of a Verb that has already a Noun for its Subject. In poetry, both Noun and Pronoun are often used. Thus—

For the *deck it* was their field of fame.

Here the Noun *deck* and the Pronoun *it* are both used as Subjects. But this is poetry. In plain prose, we should write,

For the deck was their field of fame.

When you come to write poetry, you may, perhaps, form such sentences as these:

My banks *they* are furnished with bees.
The count *he* was left to the vulture and hound.

But be very careful, in ordinary speaking and writing, never to use so faulty a mode of expressing yourself as "Richard *he* went to school."

(5.) Politeness in Pronouns.

14. RULE I.—In the position of Pronouns of different persons, the second (**you**) precedes the others (**he, she, it, they, I, we**); and the third (**he, she, it, they**) precedes the first (**I, we**); as, *You* and *he* will go. *He* and *I* will go.

OBSERVATION.—Here *he* and *you*, *I* and *he*, would not be correct.

15. A Noun will have the same place as a third Personal Pronoun; as, He says he saw either my *cousin* or *me*.

OBSERVATION.—Here *cousin*, in the third person, precedes *me* in the first.

16. RULE II.—With the Plural Pronouns, **we** has the first place, **you** the second, and **they** the third; as, *We* and *they* start to-morrow.

EXPLANATION.—The reason of the difference in the position of the Singular and of the Plural Pronouns is this: In the Singular Number, the speaker (*I*), out of politeness, puts himself after the person spoken to, and the person spoken of. But in the Plural Number, for the same reason, he puts those who are most intimately associated with him in the first place (and hence is forced to use the Pronoun *we*); then the persons spoken to, and then those spoken of.

☞ **In the following sentences, write over the Pronouns of what person they are, and point out the Application of the rules just given.**

1. I would have told you and him a piece of news, if you had staid.
2. How did you and John settle the matter?
3. Why should Mary and I be kept at home?
4. Neither we nor you have done our duty.
5. We and our brothers are going to a party.

(6.) It is I.

17. Pupils may write the following sentences:

1. It is *I*.
2. Who is the general? I am *he*.
3. We thought it was *she*.

The Pronoun *I* is in the Subject-form, and comes after the Verb *is*. The Pronoun *he* is in the Subject-form, and comes after the Verb *am*. The Pronoun *she* is in the Subject-form, and comes after the Verb *was*.

18. In these sentences it would be incorrect to say,

1. It is *me*.
2. Who is the general? I am *him*.
3. We thought it was *her*.

In these incorrect sentences, the Pronouns *me*, *him*, and *her* are in the Object-form. Why should the Subject-form be used in place of the Object-form? The reason is, that the Verb *be* simply says that what comes after it is the same as what comes before it. "It is *I*" means "*I* am the person spoken about." "We thought it was *she*" means "We thought *she* was the person referred to."

19. Now write the two following sentences:

1. They thought that *it* was *I*.
2. They thought *them* to be *us*.

In the first sentence, *I* is in the Subject-form, because the Verb *was* is preceded by *it*, a Pronoun-subject. It would be incorrect to say, "They thought that it was *me*." In the second sentence, the Pronoun *us* is in the Object-form, and this is correct. Why is this? The reason is, that the Verb *be* is preceded by *them*, an Object-Pronoun.

20. RULE.—**The Subject-form of the Pronouns comes after the Verb BE, when a Subject comes before the Verb BE. The Object-form of the Pronouns comes after the Verb BE, when an Object comes before the Verb BE.**

(7.) Parsing Pronouns.

21. Pronouns have the same uses as Nouns, and are parsed in the same way as Nouns.

Exercise 46.

Copy the following story; underline all the PRONOUNS, *and parse them:*

DUTCH CURE FOR LAZINESS.

During a morning walk, a merchant who was detained by business in Amsterdam came to a group of men who were standing round a well, into which a strongly-built man had just been let down. A pipe, whose mouth was at the top of the well, had been opened, and a stream of water from it was flowing down into the well and beginning gradually to fill it. The fellow below had quite enough to do, if he did not want to be drowned, to keep the water out by means of a pump which was at the bottom of the well.

The merchant, pitying the man, asked for an explanation of what seemed a heartless, cruel joke. "Sir," replied an old man standing near, "that man is, as you see, healthy and strong; I have myself offered him work twenty times; nevertheless, he always allows laziness to get the better of him, and will make any excuse to beg his bread from door to door, though he might easily earn it himself by work if he liked. We are now trying to make him feel that he *can* work. If he uses the strength which is in his arms, he will be saved; if he lets them hang idle, he will be drowned. But look," continued the old Dutchman, as he went to the edge of the well, "the fellow finds out that he has got muscles; in an hour we shall let him out with better resolutions for the future."

Such was the case, and the cure was effectual.

L. SYNTAX OF ADVERBS.

(1.) Position of Adverbs.

1. RULE—**Adverbs should be so placed in a sentence as to qualify the word intended.**

ILLUSTRATION.

1. He came to see me *only* once.
2. He *only* came to see me once.

2. These two sentences have different meanings according as the Adverb *only* is placed so as to qualify *once* or *came*. The first means, "He came to see me *only* once," *not oftener*. The second means, "He *only* came to see me once"—*he did nothing else*.

☞ **See in how many positions you can place the Adverbs in these sentences, and tell the change of meaning made by each shifting of place.**

1. Only he mourned for his brother.
2. We may probably go there to-morrow.
3. Charles resolved immediately to make an apology.

(2.) Misuse of Adjectives for Adverbs.

3. RULE.—**Never use Adjectives as Adverbs.** Say, The girl speaks *distinctly*—not *distinct*.

☞ **Is there any thing wrong in these sentences?**

1. Pauline writes elegant.
2. Joseph walks slow.

4. Remember that Verbs can be qualified only by *Adverbs*, and that the only seeming exception is in the case of a few Verbs that contain the meaning of the Verb *be*. (See Lesson XLIV., page 121.)

5 DIRECTION.—Use the ADJECTIVE, and not the AD-

VERB, when you can change the Verb into the corresponding part of the Verb *be*. Thus, The fields *look green*, might be, The fields *are* green.

He looks *cold;*	but,	He looks *coldly* on us.
The air felt *keen;*		He felt the insult *keenly.*

☞ Would you say, She looks *fine*, or *finely?* Would you say, Mary looks *beautifully, or beautiful?*

(3.) Double Negatives.

6. RULE.—**In English, two negatives are equal to an affirmative. Hence, never introduce two negatives when you intend to make a negative statement.**

ILLUSTRATION.

I have *not* done *nothing.*

This means I have done *something;* whereas what was meant was, I have *not* done *any thing.*

☞ **Correct these sentences:**

1. I don't like geography nohow.
2. I did not get no dinner to-day.
3. Can your father not do no work?
4. He did not say nothing.

Parsing Adverbs.

7. Adverbs are *parsed* by saying, **They limit the Verb, Adjective, or other Adverb** [naming it].

Exercise 47.

Parse the ADVERBS *in the following sentences:*

1. The very fairest flowers usually wither most quickly.
2. Slowly and sadly we laid him down.
3. The pupil has answered very well.
4. When are you coming?
5. We will know our lesson better to-morrow.
6. She loved not wisely, but too well.

LI. ON COMPOUND SENTENCES.

The rain descended, and the floods came.

1. Here two statements, *The rain descended, the floods came*, are joined into one sentence by the conjunction *and*, but neither qualifies the other.

2. DEFINITION.—**A sentence consisting of two or more statements joined, so that one does not qualify another, is called a Compound Sentence.**

EXPLANATION.—If we should say, "*When* the rain descended, the floods came," the first statement would qualify the second; it would tell *when* the floods came. "When the rain descended, the floods came," is not a Compound Sentence, but a Complex Sentence; and this kind of sentence we shall learn about hereafter.

3. The different statements of a Compound Sentence are called its *members*.

4. The members of a Compound Sentence are joined by one of the *Co-ordinative* Conjunctions. The principal Co-ordinative Conjunctions are *and*, *but*, *or*, *hence*, *either—or*, *neither—nor*.

NOTE 1.—Sometimes the Conjunction is omitted; but if the sentence contains two principal statements, it is still a Compound Sentence. Thus—"Man proposes, God disposes."

NOTE 2.—Sometimes the connecting word is a Relative Pronoun, or a Relative Adverb.

EXAMPLE 1.—"The next battle was that of Gettysburg; *which* decided the war." This is equivalent to, "*and this* decided the war."

EXAMPLE 2.—"I shall be here at ten o'clock; *when* I shall expect to meet you" = "*and then* I shall expect to meet you."

We shall hereafter see that Relative Pronouns and Relative Adverbs generally connect a subordinate clause with a principal member, and so make a Complex Sentence. But when the Relative Pronoun or Adverb contains the sense of *and*, the sentence is *Compound*.

☞ **Select the Members of the following Compound Sentences, and name the Connectives, if any:**

1. John went, but James stayed at home.
2. Give me my wages, and send me away.
3. He is a diligent boy; hence he succeeds well.
4. Go to the ant, thou sluggard; consider her ways and be wise.
5. I shall either see you or write to you.

☞ **Supply a Second Member to make Compound Sentences out of the following:**

1. The clouds are dispersed, and ——.
2. To err is human; but ——.
3. We learn our lessons carefully; therefore ——.
4. Either you never asked me to do it, or ——.

5. **Contracted Compound Sentences.**—It often happens that different members of a Compound Sentence have the same Subject, or the same Predicate, or the same enlargements of either or of both. When these common elements are omitted in one of the members, the sentence is a *contracted* Compound Sentence.

ILLUSTRATIONS.

1. "The birds saw the little pool, and the birds came there to drink."

Contracted thus: "The birds saw the little pool, and came there to drink."

Here the Subject, *birds*, being common to both members, is omitted, and the sentence is contracted.

2. "Either a knave must have done this, or a fool must have done this."

Contracted: "Either a knave or a fool must have done this."

Here the Predicate, *must have done* this, being common to both members, is omitted with the first Subject.

3. "Cold produces ice, and heat dissolves ice."

Contracted: "Cold produces, and heat dissolves ice."

The Object, *ice*, being common to both members, is omitted in the first member of the contracted form.

6. **Punctuation.**—The rules heretofore given for the use of commas in Simple Sentences apply to similar constructions in Compound Sentences. The only new point is, how to separate the members of a Compound Sentence.

7. RULE.—**Separate short members of a Compound Sentence by commas; but if the members are long, and have commas within them, use the semicolon to divide the members.**

ILLUSTRATIONS.

1. "Every man desireth to live long, but no man would be old"—short members separated by a comma.

2. "The genius making me no answer, I turned about to address myself to him; but I found that he had left me"—long member containing a comma; hence, divided from the other member by a semicolon.

Exercise 48.

A.

Contract the following COMPOUND SENTENCES, *and state the nature of the contraction:*

1. The jackal happened to be at a short distance, and the jackal was instantly dispatched on this important business.

2. The rice-plant grows in great abundance in India; the rice-plant grows in great abundance in China.

3. We examined their implements, we examined their clothes, we examined their food.

4. America exports cotton; England imports cotton.

5. The young soldier joined his regiment, and the young soldier was present at the battle.

B.

Contract the following four sentences into one COMPOUND SENTENCE *of nine words:*

1. Frogs live on land.
2. Frogs live in water.
3. Seals live on land.
4. Seals live in water.

LII. ANALYSIS OF COMPOUND SENTENCES.

In analyzing a Compound Sentence, it is only necessary to mention of what statements (two or more) it is made up, to tell what Conjunction connects the statements, and then proceed to analyze the separate statements in precisely the same manner in which we analyzed Simple Sentences.

Model of Analysis.

The Revolutionary war lasted for seven years, and it ended in 1782.

This is a Compound Sentence. It is composed of the two statements, "The Revolutionary war lasted seven years;" "it ended in 1782." These statements are connected by the Co-ordinative Conjunction *and*.

The first statement is, "The Revolutionary war lasted for seven years," The simple Subject is "war." The Subject is enlarged by the Adjectives "the" and "Revolutionary." The simple Predicate is "lasted." The Predicate is enlarged by the Adverbial Phrase, "for seven years."

The second statement is, "It ended in 1782." The Subject is "it" —not enlarged. The simple Predicate is "ended." The Predicate is enlarged by the Adverbial Phrase, "in 1782."

Exercise 49.

Analyze the following COMPOUND SENTENCES:

1. The country was rich, and the city was the centre of its wealth.
2. The man recovered from the bite, but the dog died.
3. The army must gain a victory, or our cause will be ruined.
4. All the world is a stage, and all the men and women [are] merely players.
5. There were no more worlds to conquer; therefore Alexander wept.
6. Prosperity did not unduly elate Washington, nor did misfortune cast him down.

LIII. MAKING COMPOUND SENTENCES.

1. We have had considerable practice in breaking up long, loose Compound Sentences into a series of Simple Sentences, each containing but one statement.

2. It is very clumsy to combine in one sentence a series of statements loosely connected by *ands* and *ifs*, *buts* and *ors;* and if the scholar has profited by the exercises given, he will have learned to avoid so faulty a way of writing and speaking.

3. But, at the same time, it is very important to be able to compose good Compound Sentences. If a letter or a composition consists of *nothing* but little Simple Sentences, it will be too much broken up. The following will illustrate this.

The Lion.

1. The lion is found in Africa. 2. The lion is found in Asia. 3. During the day the lion slumbers in his retreat. 4. Night sets in. 5. The lion then rouses himself from his lair. 6. The lion then begins to prowl. 7. In general, the lion waits in ambush. 8. The lion sometimes creeps toward his victim. 9. The lion seizes his victim with his powerful claws.

4. Here are nine sentences, and they are all Simple Sentences. The effect is not agreeable when you read this piece aloud. The sentences are too much of the same length. Then the words "the lion" occur too frequently, the writer apparently forgetting that there are such things as Pronouns, and that *Pronouns stand for Nouns.*

5. Sentences 1 and 2 should be brought together into one contracted Compound Sentence, thus:

1. The lion is found in Africa and in Asia.

6. Sentences 3, 4, 5, and 6 may be blended into one Compound Sentence, thus:

2. During the day he slumbers in his retreat; but, when night sets in, he rouses himself from his lair, and begins to prowl.

7. Sentence 7 may remain unchanged—a short Simple Sentence between two somewhat long Compound Sentences. The Pronoun *he* should, however, be substituted for "the lion," thus:

3. In general, he waits in ambush.

8. Sentences 8 and 9 should be connected into one Compound Sentence, thus:

4. Sometimes, however, he creeps toward his victim, and seizes it with his powerful claws.

9. The little composition now reads as follows, and is certainly much better than it was in its original form:

The lion is found in Africa and in Asia. During the day he slumbers in his retreat; but, when night sets in, he rouses himself from his lair, and begins to prowl. In general, he waits in ambush. Sometimes, however, he creeps toward his victim, and seizes it with his powerful claws.

NOTE.—In writing the following Exercise, make any little changes that are needed to bring the pieces into good shape. The more thought you give to these exercises, the better will be the result. A great painter was once asked how he mixed his paints so as to produce such brilliant colors. His reply was, "With *brains*, sir."

Exercise 50.

Combine the SIMPLE SENTENCES *in each of the following paragraphs into* COMPOUND SENTENCES *where it is necessary, so as to produce a continuous narrative.*

A.

The robin is a well-known bird. The robin is called the red-breast. The robin's breast is of a deep red orange color. The head is brown. The upper parts are brown. The head and upper parts are tinged with greenish olive.

B.

The whale is the largest animal known to us. The whale is sometimes met with from sixty to seventy feet in length. It is an inhabitant

of the seas within the Arctic Circle. It is an inhabitant of the seas within the Antarctic Circle. Whale-fishing is carried on to a considerable extent from this country. Many vessels proceed annually to it from New York, Boston, and San Francisco. This animal is valuable for its oil. We obtain oil from it. This oil is called blubber. This animal is valuable also for its whalebone. The whalebone is obtained from its mouth. There it acts as a sieve, to retain the food the whale obtains by straining the sea-water.

C.

A hungry dog had picked up a bone. He hurried away with it. He came to a nice clear brook. The brook was crossed by a plank. The sun shone brightly. The dog's shadow was made vivid in the water. He mistook it for another dog with a bone in his mouth. He coveted the second bone. He made a snap at the shadow. He took fright at his own ugly face. The face seemed to come quite close to him with open jaws. He ran yelping away. He lost both bones. He was thus the victim of his own greediness. He was thus the victim of his own cowardice.

D.

Alphonso was king of Sicily. Alphonso was king of Naples. Alphonso was remarkable for kindness to his subjects. Alphonso was remarkable for condescension to his subjects. At one time Alphonso was traveling privately through Campania. Alphonso came up to a muleteer. The muleteer's beast had stuck in the mud. The muleteer could not draw it out with all his strength. The poor man had implored the aid of every passenger in vain. He now sought assistance from the king. He did not know who the king was. Alphonso instantly dismounted from his horse. Alphonso helped the man. Alphonso soon freed the mule. Alphonso brought it upon safe ground. The muleteer learned that it was the king. The muleteer fell on his knees. The muleteer asked his pardon. Alphonso removed his fears. Alphonso told him that he had given no offense. This goodness of the king reconciled many to him. Many had formerly opposed him.

E.

The polar bear is of a white color. It is found in the Arctic regions. It leads almost entirely an aquatic mode of life in these regions. Its body is long. Its head is flat. Its muzzle is broad. Its mouth is peculiarly small. The paws are very large. They are covered on the under side with coarse hair. From the coarse hair, it derives security in walking over the slippery ice. The fur is long. The fur is woolly. It is of fine texture. It is of considerable value.

LIV. COMPLEX SENTENCES.

I shall be ready when you call me.
He will learn if you teach him.

1. The first sentence consists of two statements, of which the second, *when you call me*, qualifies the Predicate of the other, *I shall be ready.* The second sentence is of two parts, of which one, *if you teach him*, is a supposition qualifying the other, or principal statement, *he will learn.*

2. DEFINITION.—**A sentence consisting of two or more statements joined together, so that one statement is principal and the other subordinate, is called a** COMPLEX SENTENCE.

3. The principal part is called the *principal member;* the subordinate part is called a *clause.*

4. Clauses are generally joined to principal members,

(1.) By Subordinative Conjunctions, such as *that* and *if.*

(2.) By the Relative Pronouns—*who, which, that, what.*

(3.) By Relative Adverbs—*when, where, why.*

5. There are three kinds of clauses:

The Noun Clause.
The Adjective Clause.
The Adverbial Clause.

(1.) The Noun Clause.

6. DEFINITION.—**A clause which is the subject or the object of the principal member, is called a Noun Clause;** as, "Do you remember *what I said?*"

Exercise 51.

A.

Point out the NOUN CLAUSES *in the following sentences, and tell whether they are subjects or objects.*

1. They soon saw that the elephant's mouth was underneath his trunk. 2. No one could tell what had become of him. 3. That we get leather from skins, is known to every one. 4. Where Homer was born, is not known. 5. Every one thought the tree would be blown down.

B.

Supply NOUN CLAUSES *in the following sentences:*

1. Do you not remember ——?
2. Most people know ——.
3. How could she hear ——?
4. People used to think ——.
5. He asked one of the masons to tell him ——.

(2.) The Adjective Clause.

7. DEFINITION.—**A Clause that qualifies a Noun is called an Adjective Clause; as,** "Those birds *that live on other animals* are called birds of prey."

Exercise 52.

A.

Point out the ADJECTIVE CLAUSES, *and tell what Nouns they qualify.*

1. I know a story of an eagle, which you will like to hear. 2. The crowd that had gathered round to welcome her now stood back. 3. Franklin, who was a great philosopher, was born in Boston. 4. We get silk from a caterpillar which is called the silk-worm. 5. The house where Shakspeare was born still stands. 6. Among the foreigners who repaired to Egypt to buy corn were the brethren of Joseph. 7. The Scots, who advanced to York, ravaged the country with unsparing fury. 8. The minutest animal that is attentively examined affords a thousand wonders. 9. The heart of Robert Bruce, which was preserved in a silver case, was consigned to the care of Douglas.

B.

Supply ADJECTIVE CLAUSES.

1. I will show you the book ——.
2. The hides of oxen and sheep are sold to the tanner ——.
3. The milk and the butter —— are obtained from the cow.
4. That is the house ——.
5. Are these the acorns ——?

(3.) The Adverbial Clause.

8. DEFINITION.—**A Clause that qualifies the Verb of the Principal Member is called an Adverbial Clause; as,** "The daisy shuts her eye *when the dew begins to fall.*"

Exercise 53.

A.

Point out the ADVERBIAL CLAUSES.

1. We shall sail when the moon rises. 2. The sugar-cane is pressed between heavy rollers till all the juice runs out. 3. As they drew near the nest, the eagle dashed by. 4. If we study, we shall improve. 5. You will not succeed unless you persevere.

B.

Supply ADVERBIAL CLAUSES.

1. We shall be glad to see you ——.
2. Come ——.
3. I will tell you a secret ——.
4. Charles had not been five minutes on the ice ——.
5. We shall learn a great many things ——.

C.

Write a COMPLEX SENTENCE *on each of the following words:*

1. Ants.
2. Music.
3. The buffalo.
4. Columbus.
5. Scholars.
6. Geography.

LV. ANALYSIS OF COMPLEX SENTENCES.

In analyzing Complex Sentences, proceed as follows:

I. Tell which is the Principal Member.

II. Tell which is the Clause.

III. Tell what Connective joins the Clause with the Principal Member.

IV. Then analyze the Principal Member and the Clause, as in the case of Simple Sentences.

Model of Analysis.

Example 1.

When the war closed, Washington retired to Mount Vernon.

This is a Complex Sentence. The Principal Member is, "Washington retired to Mount Vernon." The Clause (or subordinate proposition) is, "when the war closed." The Connective is the Relative Adverb *when*. The Subject of the Principal Member is *Washington*. The Predicate is *retired*. The Predicate is enlarged by the Adverbial Phrase, *to Mount Vernon*. The Subject of the clause is, *the war*. The Predicate is, *closed*.

Exercise 54.

Analyze the following COMPLEX SENTENCES:

1. If you would be happy, you must be active.
2. We get silk from a caterpillar which is called the silk-worm.
3. I shall be ready when you call me.
4. He is proud that he is a soldier.
5. Wait till you see.
6. The sea, after it had spent its fury, became calm.
7. When the door was opened, the people crowded into the hall.
8. And when he next doth ride abroad,
   May I be there to see.

LVI. EXPANDING AND CONTRACTING SENTENCES.

1. **Rule.—A Simple Sentence is transformed into a Complex Sentence by changing a word or Phrase into a Clause. A Complex Sentence is transformed into a Compound Sentence by changing a Clause into a Principal Member.**

(1.) Simple to Complex.

"At the conclusion of the battle, the commander began to count his loss."

What kind of a sentence is this? A Simple Sentence, because it contains but one Subject, *the commander*, and one Predicate, *began to count his loss.*

What is the expression, *at the conclusion of the battle?* It is an Adverbial Phrase, qualifying the Verb *began.*

2. Now we may, by a little change, make this a Complex Sentence. Instead of saying, *at the conclusion of the battle*, we may say, *when the battle was concluded.*

The expression, *when the battle was concluded*, is more than a phrase, it is a *clause;* and if we unite this with the other statement, *the commander began to count his loss*, we shall have the following Complex Sentence: "When the battle was concluded, the commander began to count his loss."

3. Let us now take another example: "Mary being ill, we had to go to the picnic without her."

This is a Simple Sentence. But change the phrase, *Mary being ill*, into the clause, *as Mary was ill*, and we have the Complex Sentence: "As Mary was ill, we had to go to the picnic without her."

4. Take a third example: "The discoveries of Livingstone, one of the greatest travelers of modern times, have taught us much about the interior of Africa."

This is a Simple Sentence, since it has but one subject and one predicate. The phrase, *one of the greatest travelers of modern times*, is in apposition with Livingstone. Now, by putting the words *who is* before this expression, we shall turn it into a clause, and we shall then have the Complex Sentence: "The discoveries of Livingstone, who is one of the greatest travelers of modern times, have taught us much about the interior of Africa."

(2.) Complex to Compound.

5. We have changed a number of Simple Sentences into Complex Sentences. Now we shall transform these Complex Sentences into Compound Sentences.

"When the battle was concluded, the commander began to count his loss."

The reason why this is a Complex Sentence is because one of the statements, *when the battle was concluded*, qualifies the other, which is the principal statement.

6. If we make this *qualifying* statement a *principal* one, we shall have a Compound Sentence, thus: "The battle was concluded, and the commander began to count his loss."

7. The second Complex Sentence is: "As Mary was ill, we had to go to the picnic without her.

This is transformed into a Compound Sentence, as follows: "Mary was ill, and hence we had to go to the picnic without her."

8. The third Complex Sentence is: "The discoveries of Livingstone, who is one of the greatest travelers of modern times, have taught us much about the interior of Africa."

This is transformed into a Compound Sentence, as follows: "Livingstone is one of the greatest travelers of modern times, and his discoveries have taught us much about the interior of Africa."

9. RULE.—**A Compound Sentence is contracted into a Complex one by changing a Principal Member into a Clause. A Complex Sentence is contracted into a simple one by changing a Clause into a Phrase.**

(3.) Compound to Complex.

10. Take the following Compound Sentence: "The sea spent its fury, and then it became calm."

This is a Compound Sentence, because it contains two principal statements. What are these statements? Does either qualify the other?

11. This sentence may be transformed into a Complex Sentence in the following ways:

1. "The sea, when it had spent its fury, became calm."
2. "The sea became calm when it had spent its fury."
3. "When the sea had spent its fury, it became calm."
4. "When it had spent its fury, the sea became calm."

Each of these sentences is a Complex Sentence, because of its two statements; the one qualifies the other. What is the principal statement in each? What is the qualifying clause in the first? the second? the third? the fourth?

(4.) Complex to Simple.

12. In order to condense the Complex Sentence, "When the sea had spent its fury, it became calm," into a Simple Sentence, we must change the *clause*, "When the sea had spent its fury," into a *phrase:* namely, "The sea having spent its fury." We now have the following forms of the Simple Sentence:

1. "The sea, having spent its fury, became calm."
2. "The sea became calm, having spent its fury."
3. "Having spent its fury, the sea became calm."

Exercise 55.

A.

Expand the following SIMPLE SENTENCES *into* COMPLEX SENTENCES:

1. Quarrelsome persons are disagreeable.
2. The ancients believed the earth to be the centre of the universe.
3. With patience, he might have succeeded.
4. The utility of the telegraph is evident to all.
5. The manner of his escape is a profound mystery.

B.

Expand the following COMPLEX SENTENCES *into* COMPOUND:

1. As the wind was fair, the vessel put to sea.
2. The Scots, who advanced to York, ravaged the country with unsparing fury.
3. The heart of Robert Bruce, which was preserved in a silver case, was consigned to the care of Douglas.
4. Beyond the Mississippi are vast prairies, over which roam great herds of buffalo.

C.

Contract the following COMPOUND SENTENCES *into* COMPLEX SENTENCES, *and then, if possible, into* SIMPLE SENTENCES:

1. The light infantry joined the main body, and the British troops retreated precipitately into Boston.
2. He was a worthless man, and he could not command the respect of his neighbors.
3. Egypt is a wonderfully fertile country, and it is annually overflowed by the River Nile.
4. The earth is round, and no one doubts it.
5. The house was very large, and consequently there was little comfort in it.

D.

Contract the following COMPLEX SENTENCES *into* SIMPLE SENTENCES:

1. Socrates proved that virtue is its own reward.
2. When morning began to dawn, our ship struck on a sunken reef near the rock-bound coast.
3. It may be easily shown that the earth is round [the rotundity of].
4. It is generally believed that the soul is immortal.
5. The rain has been falling ever since the sun rose.
6. A tree is known by the fruit that it bears.
7. As Egypt is annually overflowed by the Nile, it is a very rich country.
8. The man who is virtuous will be happy.

MISCELLANEOUS EXERCISES IN COMPOSITION.

A.—Letter-writing.

Superscriptions and Subscriptions.

The following superscriptions, subscriptions, etc., of letters are designed to show what is now regarded the most approved arrangement and style of these parts; and they may serve as models, according to circumstances.

Some of the most common forms of address are Sir, Dear Sir, My dear Sir, Respected Sir, Sirs, Dear Sirs, Gentlemen, Ladies, Madam, Dear Madam, etc.; Friend Brown, Dear Susan, My dear Friend, My dear Mr. Smith, My dear Mrs. Smith, Mother, Brother, etc., according to the relations of respect, intimacy, or affection existing between the parties. Note that the form of address, *Madam*, *Dear Madam*, is as applicable to *unmarried* as to *married* ladies.

The closing part may be Yours, Yours truly, Most truly yours, Very truly yours, Yours respectfully, Respectfully, Sincerely yours, Your friend, obedient servant, etc.; Yours affectionately, Your affectionate friend, Your loving brother, sister, etc., followed by the name of the writer. The closing will vary with the varying relations of the parties.

Mr., Mrs., Miss, and Master are common titles, and should be used unless the person has a higher title. Messrs. and Misses are prefixed to the name of a firm, or to the names of persons collectively, and the name is followed by Sirs, Dear Sirs, Gentlemen, or Ladies, as the case may be.

Medical men have the titles Dr. and M.D. Legal gentlemen, artists, and sometimes others of high social standing, have the title Esq. But the title *Esq.* has so completely lost all meaning in this country that persons of good taste are wholly ceasing to use it: thus, "Mr. John Smith," not "John Smith, Esq." ☞ Be careful never to use the form "*Mr.* John Smith, Esq." Military men have the titles Gen., Maj-Gen., Col., Capt., etc., according to rank. Graduates of colleges have some academic title, as A.B., A.M., etc. Clergymen have the titles, The Rev., The Rev. Dr., and, if bishops, that of Rt. Rev. The Hon. is the proper title for judges, congressmen, state senators, mayors of cities, heads of government departments, and others of similar rank; and His Excellency, for the Governor of any State, or an ambassador of the United States. The President may be addressed His Excellency, but strict etiquette prescribes the form as included in the following models:

(1.) Heading or Date.
Cambridge, Mass., Feb. 3, 1873.

(2.) Address.*
Mr. James F. Hammond,
421 Broadway, N.Y.

(3.) Introduction.
Dear Sir,—

(4.) Body.
In reply to your letter of the 10th inst., I beg leave to say that I most cheerfully accede to your very reasonable request, etc.

(5.) Subscription.
Yours respectfully,
Henry H. Adams.

NOTE ON PUNCTUATION.—In the heading or date, a comma is placed after "Cambridge," because the full form is the phrase = *This is written in the city of Cambridge.* A period is placed after Mass. because it is an abbreviation, and a comma after Mass. because it is an elliptical phrase = in the State of Massachusetts. A period is placed after Feb. for the same reason as in Mass. A comma is placed after 3, because in reality a phrase = *on the third day.* A period closes 1873, because the end of an elliptical declarative sentence = This is written in the city of Cambridge, etc. In the address, "Mr. James F. Hammond," is followed by a comma to set off the succeeding elliptical phrase *at No.* 421 *Broadway.* "Broadway" is followed by a comma to set it off from the elliptical phrase *in the city of New York. N.* is followed by a period because an abbreviation, and *Y.* by a period, which serves both as the sign of abbreviation and as the terminal mark. The form *Dear Sir* may be followed by the comma and dash (,—), or by the colon (:), as in the next model. In the subscription, *Yours respectfully* is followed by a comma, because in apposition with the name, *Henry H. Adams.* ☞ Note that the words *Dear Sir* in the introduction begin with capitals.

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96 Pearl St., New York,
July 27, 1872.

Messrs. Nichols & Hall,
32 Bromfield St., Boston.
Dear Sirs:

. . . . . .

I am, gentlemen,
Respectfully yours,
David B. Smith, Jr.

---

* The address inside the letter should be identical with the superscription upon the envelope, and it may be put either before the introduction or at the bottom of the letter.

(1.)

To the Board of Education,
Chicago, Ill.
Gentlemen,—

. . . . . .

Very respectfully,
Edward Evans.

(1.)

Dear Madam,—

. . . . . .

Sincerely yours,
Henry Varnum.

Miss Amelia D. Cook,
18 *Pemberton Square, Boston.*

(1.)

Mr. President,—

. . . . . .

I have the honor to be, Sir,
Your obedient servant,
Timothy L. Trusty.

To the President,
Executive Mansion,
Washington, D. C.

(2.)

My dear Friend,—

(5.)

Yours truly,
Isaac H. Hamlin.

Dear Sister Mary,—

Your affectionate brother,
William.

My dear Mr. Brown,—

Most truly yours,
Alexander Knox.

My dear Sir,—

Yours, as ever,
Horace Mann.

NOTE OF INVITATION.

Mr. Stewart requests the pleasure of Mr. Marshall's company at dinner, on Thursday next, at 5 o'clock.

124 *Vanberbilt Av.*
Monday, 29th Sept.

REPLY.

Mr. Marshall accepts with pleasure Mr. Stewart's invitation to dinner, on Thursday next, at 5 o'clock.

72 *Montague St.*
Tuesday, 30th Sept.

LETTER OF INTRODUCTION.

Chicago, Sept. 25, 1873.

Dear Sir,—It gives me pleasure to introduce to you my much esteemed friend, Mr. W. P. Johnson. Any attentions that you may show him will be gratefully acknowledged and cheerfully reciprocated by

Yours truly,
A. B. Grover.

Hon. Wm. Graham,
27 *State Street,*
Albany, N. Y.

NOTE.—It is not customary to seal a Letter of Introduction.

Exercise 56.

1. Write a letter to your teacher narrating your "Experiences on your last vacation."

2. Write and tell your duties at school—your amusements or recreations—your walks—books—thoughts or observations.

3. Write and tell about a visit to a museum or public garden—the objects of interest, etc.

4. Write about the days of your childhood—your earliest recollections—your first days at school—your impressions—your ideas about that period of your life.

5. Write and tell about an evening party—the number—the amusements—the music—the pleasures of social intercourse.

6. Write the results of the last examination—whether you were promoted—what studies you are pursuing with most interest, etc.

B.—Newspaper Paragraphs.

On the following heads write paragraphs such as you read in the "locals" of the newspapers:

Runaway.—A horse attached to John Gilpin's beer wagon . . . . . .

A Fire.—Late last night our quiet town was startled by an alarm of fire . . . . . .

Presbyterian Sociable.—The Ladies' Sociable connected with the Presbyterian Church met . . . . . .

A New School-house.—To-day the laying of the corner-stone of the Lincoln School in this city will take place . . . . . .

Railroad Accident.—Yesterday as the cars were starting from the Broad Street Station . . . . . .

Married.*— . . . . . .

C.—Business Composition.

Boston, *Oct.* 17, 1872.

Mr. Henry L. Stone,

Bought of George S. Thompson & Co.

48 yds. Muslin,	at	.22	$10.46
12 " Drilling,	"	.18	2.16
20 " French Chintz,	"	.40	8.00
1 doz. Spools Thread,	"	.37	37
			$20.99

Received Payment,

Geo. S. Thompson & Co.

* There is but one proper way of making this announcement, and it is nearly always wrong in the newspapers. See Swinton's "School Composition."

NOTE ON PUNCTUATION.—In the heading of bills, receipts, etc., the punctuation obeys the principles explained under Letters. In the enumeration of articles the names of denominations, as *yds.*, *doz.*, etc., should begin with *small letters;* but the articles themselves with *capitals.*

SAN FRANCISCO, *Nov.* 1, 1872.

MR. EDWARD EDSON,

To BENJAMIN H. FENTON, *Dr.*

To 10 lbs.	Java Coffee,	at	.40	$4.00
" 5 "	Green Tea,	"	1.20	6.00
" 12 "	Brown Sugar,	"	.14	1.68
" 4 gals.	Molasses,	"	.37½	1.50
				$13.18

Received Payment,

BENJ. H. FENTON,

per FRED C. DOW.

Exercise 57.

Make out the bills for the following articles and receipt them:

1. Henry Dixon bought, Feb. 3d, 1873, of Peter Brown & Co., 12 lbs. of sugar, at 10 cts.; 8 lbs. of coffee, at 45 cts.; 4 lbs of tea, at 75 cts.

2. Jameson & Son sold, April 6th, 1873, to Richard Roby, 2 doz. men's black beaver hats, at $4 apiece; 6 doz. boys' drab hats, at $1.50 apiece; ½ doz. silk umbrellas, at $4.50; ½ doz. leather satchels, at $3.50.

3. Make out a bill for labor; for articles purchased at a hardware store; boot and shoe store; book-store; dry goods store; grocery store; lumber yard, etc.

RECEIPT FOR RENT.

309\frac{75}{100}$. *New York, May* 15, 1873.

Received of Messrs. Harper & Brothers, Three Hundred Nine and $\frac{75}{100}$ *Dollars, in full for rent of store No.* 20 *Canal St., to Sept.* 1, 1873.

Williamson & Richardson,

per Jas. H. Johnson.

NOTE ON PUNCTUATION.—In this receipt, the commas are accounted for by the fact that the form consists of a succession of elliptical phrases = "*There is hereby* received of Messrs. Harper & Brothers, *the sum of* Three Hundred Nine and $\frac{75}{100}$ Dollars, *which is the sum* in full for rent of store No. 20 Canal St., *down* to Sept. 1, *in the year* 1873."

RECEIPT IN FULL OF ALL DEMANDS.

500\frac{62}{100}$. *Cambridge, Oct.* 15, 1872.

Received of Robt. H. Jenkins, Five Hundred and $\frac{62}{100}$ *Dollars, in full of all demands.*

Geo. H. Powell.

Exercise 58.

Make out receipts as above:

1. Henry A. Nichols receives, March 3d, 1873, of Arthur A. Andrews, $840.25 on account. Make out the receipt.

2. Geo. R. Stone, of Cambridge, this day gives Henry Gilbert $125, in full for one quarter's rent of house No. 10 Elm St. Make out the receipt.

3. Make out a receipt for the rent of a house; for services rendered; for interest on a note to date; for money received on account; in settlement of an account to date; for investment, etc.

ORDER FOR GOODS.

$500. *Cambridge, August* 9, 1873.

Edw. H. Hamlin will please deliver to Queen & Valentine goods to the amount of Five Hundred Dollars, and charge the same to

William A. Stewart.

ORDER FOR MONEY.

$33. *Boston, Feb.* 19, 1873.

Messrs. Brown & Hooker.

Gentlemen,—Please pay to Thomas Andrews, or order, Thirty-three Dollars, due on my account, and oblige,

Yours respectfully,

Henry W. Wilkins.

BANK CHECK.

No. 27. *Chicago, Nov.* 3, 1872.

First National Bank.

Pay to Wm. H. Bowker, or order, Sixty-nine and $\frac{85}{100}$ *Dollars.*

69\frac{85}{100}$. *Samuel Wallace.*

Exercise 59.

Make out the following orders in due form, supplying dates:

1. Carter Brothers give to Wm. H. Brown an order for 10 barrels of flour, Genesee Extra, on Robt. L. Fuller.

2. Lewis Clarke gives Stephen Dennison an order on Brown, Lewis & Co., for $2000.

3. Robt. Fulton gives to Hiram Day a check on Charles River National Bank for $1000.

4. Order somebody to pay money to somebody, or to deliver goods to somebody, and charge to your account, or to the account of somebody else.

PROMISSORY NOTE PAYABLE TO ORDER.

$300. *Richmond, Aug.* 8, 1872.

Ninety days after date, for value received, I promise to pay James Dickerman, or order, Three Hundred Dollars.

Henry G. Graham.

PROMISSORY NOTE PAYABLE TO BEARER.

192\frac{50}{100}$. *Cincinnati, May* 20, 1873.

On or before April 20, 1874, *for value received, I promise to pay Richard Rowe, or bearer, One Hundred Ninety-two and* $\frac{50}{100}$ *Dollars.*

James W. Ward.

JOINT AND SEVERAL NOTE.

3061\frac{54}{100}$. *Boston, Sept.* 4, 1873.

On demand, for value received, we jointly and severally promise to pay Walter Wheeler, or order, Three Thousand Sixty-one and $\frac{54}{100}$ *Dollars, with interest at 7 per cent.*

Ward, Wood & Co.

Exercise 60.

Write out the following according to the models:

1. John Scott, of Cambridge, owes Thomas Hooker $400, for which he gives his note, payable to him, or to his order, in 4 months from March 3d, 1873. Write the note.

2. On or before the 10th of Oct., 1873, Stephen Morse, Jr., of Boston, promises to pay to William Stickney, or bearer, $75.75. Write the note, and date it April 10th, 1873.

[redacted] that a Noun can not be a [redacted] we are to look [redacted] They may [redacted]

[redacted] remember that Nouns are [redacted] I mean that by things [redacted] even things [redacted] actions, qualities, [redacted]

[redacted] Nouns. There [redacted]

[redacted] we ship a sea.

[redacted] Nouns, and tell [redacted]

[redacted] San Francisco, we [redacted]

[redacted] wool, and [redacted]

Exercise 2.

[redacted]

[redacted] In the street.
[redacted] Some persons you know.
[redacted] you have seen or heard of.

[redacted] Nouns you have just given are [redacted]

wild roses.
ly of small exte
ated on the sl
nt. It is rich.
They are genera
p of leaves is th
y the hand.

entury War was t
apis. This bat
Bonne Richard w
most daring en
nger cannon th
the enemy's sid
ight of the moo
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nes. The carna
ked Jones if he h
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had lost over t
American ship w
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nut; and the
are almost in
covering for
wholly made f
ss variety of
to make mor
ses, drinking-

8. Write a note, drawn by Henry S. Harrington, of Boston, in favor of Francis Raymond & Co., for $500, payable on demand, with interest at $7\frac{3}{10}$ per cent. Date the note Feb. 16, 1871, and record in due form the following indorsements: June 1, 1871, $1.50; Sept. 13, 1872, $200.

D.—Narratives.

A profitable exercise in composition is to take a series of detached simple sentences and put them together so as to make a continuous narrative, using sentences of the various sorts, simple, compound, and complex.

Example.—"*In union is strength.*"

An old man was on the point of death. He called his sons to his bedside. He ordered them to break a bundle of arrows. The young men were strong. They could not break the bundle. He took it in his turn. He untied it. He easily broke each arrow singly. He then turned toward his sons. He said to them, "Mark the effect of union. United like a bundle, you will be invincible. Divided, you will be broken like reeds."

One way of combining.

An old man on the point of death called his sons to his bedside, and ordered them to break a bundle of arrows. The young men, though strong, being unable to do so, he took the bundle in his turn, untied it, and easily broke each arrow singly. Then turning toward his sons, he said to them, "Mark the effect of union. United like a bundle, you will be invincible; divided, you will be broken like reeds."

Another mode of combining.

An old man, being on the point of death, called his sons to his bedside, and ordered them to break a bundle of arrows. Strong as they were, they were unable to break the bundle; so he took it in his turn, and, having untied it, easily broke each arrow singly. Turning toward his sons, he said to them, "United, you can not be overpowered; divided, you will be broken as easily as reeds."

Note.—No two scholars will hit upon exactly the same form of expression. Pupils must try to combine in their own way.*

Exercise 61.

Do the same with the following paragraphs:

Tea.

Tea is the dried leaf of a shrub. This shrub grows chiefly in China. It is an evergreen. It grows to the height of from four to six feet. It

* This model is taken from Swinton's "Progressive English Grammar."

bears pretty, white flowers. These flowers resemble wild roses. In China there are many tea farms. These are generally of small extent. They are situated in the upper valleys. They are situated on the sloping sides of the hills. In these places the soil is light. It is rich. It is well drained. The plants are raised from seed. They are generally allowed to remain three years in the ground. A crop of leaves is then taken from them. The leaves are carefully picked by the hand.

Paul Jones's Great Sea-fight.

The most desperate naval fight of the Revolutionary War was the combat between the *Bon Homme Richard* and the *Serapis*. This battle took place near the coast of Scotland. The *Bon Homme Richard* was commanded by John Paul Jones. He was one of the most daring captains that ever trod a deck. The *Serapis* carried heavier cannon than Jones's ship. Still Jones boldly lashed his vessel to the enemy's side. Then a fearful struggle began. It began under the light of the moon. The muzzles of the guns touched. The crews fought hand to hand, with musket and cutlass. Thrice both vessels were in flames. The carnage went on for two hours. Then the British captain asked Jones if he had surrendered. The little commander replied, "I have only begun my part of the fighting." At length, after the *Serapis* had lost over two hundred men, her captain struck his colors. The American ship was then leaking. Jones transferred his crew on board of the captured vessel. The next morning the *Bon Homme Richard* went down. Jones sailed in triumph in the English ship to a French harbor.

E.—Writing from Heads.

A more advanced exercise in writing is to give the pupil merely the *heads* of a little composition, and then require him to fill it out.

The Cow.

Heads.—The most useful of horned animals; its flesh; articles made of its skin; uses of its horns; the hair; the bones; importance of milk; the calf; use of its skin.

Expanded.—Of all horned animals the cow is the most useful. Its flesh is one of the most necessary articles of food to man; and the purposes to which the various parts of its body are applied are almost innumerable. Without its skin we could scarcely obtain covering for our feet, the boots and shoes that we wear being almost wholly made from the skin, which is, besides, manufactured into an endless variety of necessary commodities. Mixed with lime, its hair serves to make mortar; its horns are converted into combs, knife-handles, boxes, drinking-ves-

sels, spoons, and other useful articles; and its bones are equally serviceable for domestic and ornamental purposes. The milk of the cow is one of the most valuable of animal products, being in every-day use as a wholesome and nourishing article of diet; and it is from milk that butter and cheese are made. The young of the cow is called a calf; its skin is made into fine boots and shoes, parchment, and the binding of books.

Exercise 62.

Do the same with the following paragraphs:

Description of Printing.

Heads.—First step in the process—the setting up of the types—what the types are—how they are arranged in the *case*—the words are set up letter by letter—the compositor holds in his hand a *composing-stick* (what is this?)—the lines are made into pages—the page is fixed in an iron frame called a chase—process of inking—the roller—the paper put over the page—the pressure stamping the characters—number of copies of a large newspaper produced in an hour on one of the great "ten-cylinder" presses.

The Cotton Plant.

Heads.—Peculiar to warm climates—several species—all have leaves—leaves yellow and purple—when the flowers fall off the seed-pods soon come to maturity—when ripe they spring open—the seeds are then seen enveloped in cotton—the cotton is picked and gathered into bags—next spread out and dried—then separated from the seeds—Whitney's *cotton-gin*—cotton plant best cultivated in the United States—value of the cotton crop every year—where we send it—what we pay England and France for by means of cotton.

Sir Walter Raleigh.

Heads.—Was an Englishman—lived during the reign of Queen Elizabeth—his accomplishments and his talents as a courtier—anecdote of his readiness and tact—the queen and the velvet cloak—his promotions and rewards—his voyage to America—the colony of Virginia—a failure—the importation of tobacco and potatoes into England—Raleigh arrested on a false charge of treason—imprisonment in the Tower—his execution—what you think of Raleigh.

F.—Quotations.

In the course of a composition, it will often be necessary to represent a person as actually talking. This is

called *direct* speech. *Indirect* speech gives the words as reported by another.

The words which the speaker is represented as using are to be inclosed in quotation-marks. Such expressions as, *said I, replied he,* etc., are not to be put in quotation-marks, but are to be set off from the spoken words by commas.

EXAMPLE.—"I have lived," said the old man, "a great many years in poverty." Thrown into the *indirect* form, this would read as follows:

"The old man said that he had lived a great many years in poverty."

☞ **In changing from the direct to the indirect form of speech,** *the first person becomes the third; the present tense, past; and the word* this *is changed to* that.

Exercise 63.

Insert quotation-marks and commas in the following paragraph where necessary:

A traveler drenched with rain and benumbed with cold arrived at a country inn which he found so full of people that he could not get near the fire. Addressing himself to the landlord he called out take a feed of oysters to my horse. To your horse exclaimed the host your horse will never eat them. Do as I ask you returned the traveler. All the people rushed immediately to the stable to see a horse eat oysters; and the traveler being thus left alone seats himself comfortably by the fire and warms himself at his ease. When the landlord returned he said to the traveler I would have wagered my head that your horse would not eat oysters. Never mind replied the other put them on the table and I will eat them myself when I am thoroughly dried.

Change the following passages from the direct to the indirect mode of speech:

1. "I have behaved very ill," said I within myself; "but I have only just set out on my travels, and shall learn better manners as I get along."
2. "I can not tell a lie," said Washington.
3. Says Coleridge, "I expect neither profit nor general fame by my writings."
4. "If it feeds nothing else," said Shylock, "it will feed my revenge."
5. Burke says, "I never knew a man who was bad fit for service that is good."

G.

The following anecdote well illustrates the use of punctuation-marks. Let the teacher dictate the piece, and see if the scholars can write it correctly:

☞ **Exchange papers for correction.**

A gentleman being in a town in which he was a stranger, chanced to pass a barber's shop, at the door of which he saw the following notice:

What do you think
I'll shave you for nothing
And give you some drink.

Wishing to satisfy his curiosity, which was excited by this unusual announcement, he entered the shop, and, engaging in conversation with the barber, remarked that he must surely have made a fortune by his business. The barber seemed surprised, and asked him what reason he had for thinking so. "Why," said the gentleman, "because you can afford not only to shave your customers for nothing, but to give them drink besides." "I wish I could," replied the barber; "but that, unfortunately, is not the case." "Why, then, do you make that announcement at the door of your shop?" rejoined the gentleman. "I do nothing of the sort," returned the barber; "it is you who have not read it properly." "Pray how then should it be read?" inquired the other. "Thus," said the barber: "'What! do you think I'll shave you for nothing, and give you some drink?'"

H.—Changing Poetry to Prose.

Changing poetry into the order of prose is an exceedingly interesting and instructive exercise. As an example, six stanzas of Mrs. Hemans's "Landing of the Pilgrims" are here given, together with two specimens of transposition, made by first-grade pupils in one of our large cities.

The Landing of the Pilgrims.

The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches toss'd;

And the heavy night hung dark,
The hills and waters o'er,
When a band of exiles moor'd their bark
On the wild New England shore.

Not as the conqueror comes,
They, the true-hearted, came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear:—
They shook the depths of the desert gloom
With their hymns of lofty cheer.

What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war?
They sought a faith's pure shrine!

Ay, call it holy ground,
The soil where first they trod;
They have left unstained what there they found—
Freedom to worship God.

Example 1.—(DONE BADLY.)

1st. On a stern and rock-bound coast. The breaking waves dashed high, Their giant branches tossed, the woods against a stormy sky.

2d. When a band of exiles moored their bark, and the heavy night hung dark. The hills and waters, on the wild New England shore.

3d. They came true-hearted, not as conquerors come, with the roll of the stirring drums, and the trumpet that sings of fame.

4th. They shook the depths of the desert gloom, with their hymns of lofty cheer, in silence and in fear. Not as the flying come.

9th. The wealth of seas, the spoils of war? Bright jewels of the mine? What sought they thus afar? They sought a faith's pure shrine!

10th. They have left unstained what there they found; The soil where first they trod, ay, call it holy ground. Freedom to worship God.

Example 2.—(DONE WELL.)

The breaking waves were dashing on a stern, rock-bound coast, while the woods tossed their giant branches against a stormy sky, and the night lowered heavy and dark over the hills and waters. It was amidst such scenes that a band of exiles moored their bark on the wild shore of New England.

These true-hearted men did not come as does the conqueror; for neither the roll of drums nor the blare of trumpets heralded their advent. On the other hand, they did not come in fear and silence as might fugitives from their native country. With their hymns of lofty cheer they made the depths of the desert gloom to resound.

What were the Pilgrims seeking in this far-off land? Were they in search of precious stones, or the spoils to be gained by sea or land? No; their object was to enjoy religious liberty. This boon they found in their new home, and, as they have transmitted it unstained to us, we may well call the soil where they first trod sacred ground.

SUPPLEMENT.

CONJUGATION OF THE REGULAR VERB *TO LOVE.*

ACTIVE VOICE.

INDICATIVE MOOD.

PRESENT TENSE.

Singular.	*Plural.*
1. I love,	We love,
2. Thou lovest,	You love,
3. He loves;	They love.

PRESENT PERFECT TENSE.

Singular.	*Plural.*
1. I have loved,	We have loved,
2. Thou hast loved,	You have loved,
3. He has loved;	They have loved.

PAST TENSE.

Singular.	*Plural.*
1. I loved,	We loved,
2. Thou lovedst,	You loved,
3. He loved;	They loved.

PAST PERFECT TENSE.

Singular.	*Plural.*
1. I had loved,	We had loved,
2. Thou hadst loved,	You had loved,
3. He had loved;	They had loved.

FUTURE TENSE.

Singular.	*Plural.*
1. I shall *or* will love,	We shall *or* will love,
2. Thou shalt *or* wilt love,	You shall *or* will love,
3. He shall *or* will love;	They shall *or* will love.

FUTURE PERFECT TENSE.

Singular.	*Plural.*
1. I shall or will have loved,	We shall *or* will have loved,
2. Thou shalt *or* wilt have loved,	You shall *or* will have loved,
3. He shall *or* will have loved;	They shall *or* will have loved.

POTENTIAL MOOD.

PRESENT TENSE.

Singular.	*Plural.*
1. I may love,	We may love,
2. Thou mayst love,	You may love,
3. He may love;	They may love.

PRESENT PERFECT TENSE.

Singular.	*Plural.*
1. I may have loved,	We may have loved,
2. Thou mayst have loved,	You may have loved,
3. He may have loved;	They may have loved.

PAST TENSE.

Singular.	*Plural.*
1. I might love,	We might love,
2. Thou mightst love,	You might love,
3. He might love;	They might love.

PAST PERFECT TENSE.

Singular.	*Plural.*
1. I might have loved,	We might have loved,
2. Thou mightst have loved,	You might have loved,
3. He might have loved;	They might have loved.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

Singular.	*Plural.*
1. If I love,	If we love,
2. If thou love,	If you love,
3. If he love;	If they love.

PRESENT PERFECT TENSE.

Singular.	*Plural.*
1. If I have loved,	If we have loved,
2. If thou have loved,	If you have loved,
3. If he have loved;	If they have loved.

PAST TENSE.

Singular.	*Plural.*
1. If I loved,	If we loved,
2. If thou lovedst,	If you loved,
3. If he loved;	If they loved.

PAST PERFECT TENSE.

Singular.	*Plural.*
1. If I had loved,	If we had loved,
2. If thou had loved,	If you had loved,
3. If he had loved;	If they had loved.

IMPERATIVE MOOD.

Singular.	*Plural.*
Love, *or* love thou;	Love, *or* love you, *or* ye

INFINITIVE MOOD.

Present. To love; *Perfect.* To have loved.

PARTICIPLES.

Present. Loving; *Perfect.* Having loved.

CONJUGATION OF THE VERB *BE*.

INDICATIVE MOOD.

PRESENT TENSE.

Singular.	*Plural.*
1. I am,	We are,
2. Thou art,	You are,
3. He is;	They are.

PRESENT PERFECT TENSE.

Singular.	*Plural.*
1. I have been,	We have been,
2. Thou hast been,	You have been,
3. He has been;	They have been.

PAST TENSE.

Singular.	*Plural.*
1. I was,	We were,
2. Thou wast,	You were,
3. He was;	They were.

PAST PERFECT TENSE.

Singular.	*Plural.*
1. I had been,	We had been,
2. Thou hadst been,	You had been,
3. He had been;	They had been.

FUTURE TENSE.

Singular.	*Plural.*
1. I shall *or* will be,	We shall *or* will be,
2. Thou shalt *or* wilt be,	You shall *or* will be,
3. He shall *or* will be;	They shall *or* will be.

FUTURE PERFECT TENSE.

Singular.	*Plural.*
1. I shall *or* will have been,	We shall *or* will have been,
2. Thou shalt *or* wilt have been,	You shall *or* will have been,
3. He shall *or* will have been;	They shall *or* will have been.

POTENTIAL MOOD.

PRESENT TENSE.

Singular.	*Plural.*
1. I may be,	We may be,
2. Thou mayst be,	You may be,
3. He may be;	They may be.

PRESENT PERFECT TENSE.

Singular.	*Plural.*
1. I may have been,	We may have been,
2. Thou mayst have been,	You may have been,
3. He may have been;	They may have been.

PAST TENSE.

Singular.	*Plu. al.*
1. I might be,	We might be,
2. Thou mightst be,	You might be,
3. He might be;	They might be.

PAST PERFECT TENSE.

Singular.	*Plural.*
1. I might have been,	We might have been,
2. Thou mightst have been,	You might have been,
3. He might have been;	They might have been.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

Singular.	*Plural.*
1. If I be,	If we be,
2. If thou be,	If you be,
3. If he be;	If they be.

PRESENT PERFECT TENSE.

Singular.	*Plural.*
1. If I have been,	If we have been,
2. If thou have been,	If you have been,
3. If he have been;	If they have been.

PAST TENSE.

Singular.	*Plural.*
1. If I were,	If we were,
2. If thou were (*or* wert),	If you were,
3. If he were;	If they were.

PAST PERFECT TENSE.

Singular.	*Plural.*
1. If I had been,	If we had been,
2. If thou had been,	If you had been,
3. If he had been;	If they had been.

IMPERATIVE MOOD.

Singular.	*Plural.*
Be, *or* be thou;	Be you, *or* ye.

INFINITIVE MOOD.

Present. To be; *Perfect.* To have been.

PARTICIPLES.

Present. Being; *Past.* Been; *Perfect.* Having been.

LIST OF IRREGULAR VERBS.

Present.	*Past.*	*Past Participle.*
Abide,	Abode,	Abode.
Am,	Was,	Been.
Arise,	Arose,	Arisen.
Awake,	Awoke, *or* awaked,	Awaked.
Bear (*to bring forth*),	Bore, *bare*,	Born.
Bear (*to carry*),	Bore, *bare*,	Borne.
Beat,	Beat,	Beaten, beat.
Begin,	Began,	Begun.
Bend,	Bend, *or* bended,	Bent.
Bereave,	Bereft, *or* bereaved,	Bereaved, *or* bereft.
Beseech,	Besought,	Besought.
Bid,	Bid, bade,	Bidden, bid.
Bind, *Un-*,	Bound,	Bound.
Bite,	Bit,	Bitten, bit.
Bleed,	Bled,	Bled.
Blow,	Blew,	Blown.
Break,	Broke, *brake*,	Broken, *broke*.
Breed,	Bred,	Bred.
Bring,	Brought,	Brought.
Build, *Re-*,	Built, *or* builded,	Built.
Burn,	Burnt, *or* burned,	Burnt, *or* burned.
Burst,	Burst,	Burst.
Buy,	Bought,	Bought.
Cast,	Cast,	Cast.
Catch,	Caught,	Caught.
Chide,	Chid,	Chidden, chid.
Choose,	Chose,	Chosen.
Cleave (*to adhere*),	Cleaved, *clave*,	Cleaved.
Cleave (*to split*),	Clove, cleft, *clave*,	Cleft, *cloven*, *or* cleaved.
Cling,	Clung,	Clung.
Clothe,	Clad, clothed,	Clad, clothed.
Come, *Be-*,	Came,	Come.
Cost,	Cost,	Cost.
Creep,	Crept,	Crept.
Crow,	Crew, *or* crowed,	Crowed.
Cut,	Cut,	Cut.
Dare (*to venture*),	Durst, *or* dared,	Dared.
Dare (*to challenge*) is R,	Dared,	Dared.
Deal,	Dealt,	Dealt.
Dig,	Dug, *or* digged,	Dug, *or* digged.
Do, *Mis-*, *Un-*,	Did,	Done.
Draw,	Drew,	Drawn.
Dream,	Dreamt, *or* dreamed,	Dreamt, *or* dreamed.
Drink,	Drank,	Drunk, drank.
Drive,	Drove,	Driven.
Dwell,	Dwelt,	Dwelt.
Eat,	Ate, eat,	Eaten.
Fall, *Be-*,	Fell,	Fallen.

Present.	*Past.*	*Past Participle.*
Feed,	Fed,	Fed.
Feel,	Felt,	Felt.
Fight,	Fought,	Fought.
Find,	Found,	Found.
Flee,	Fled,	Fled.
Fling,	Flung,	Flung.
Fly,	Flew,	Flown.
Forbear,	Forbore,	Forborne.
Forget,	Forgot,	Forgotten, forgot.
Forsake,	Forsook,	Forsaken.
Freeze,	Froze,	Frozen.
Freight,	Freighted,	Fraught, R.
Get, *Be-*, *For-*,	Got,	Got, gotten.
Gild,	Gilt, *or* gilded,	Gilt, *or* gilded.
Gird, *Be-*, *En-*,	Girt, *or* girded,	Girt, *or* girded.
Give, *For-*, *Mis-*,	Gave,	Given.
Go,	Went,	Gone.
Grave, *En-*,	Graved,	Graved, *or* graven.
Grind,	Ground,	Ground.
Grow,	Grew,	Grown.
Hang,*	Hung,	Hung.
Have,	Had,	Had.
Hear,	Heard,	Heard.
Heave,	Heaved, *or* hove,	Heaved.
Hew,	Hewed,	Hewn, *or* hewed.
Hide,	Hid,	Hidden, hid.
Hit,	Hit,	Hit.
Hold, *Be-*, *With-*,	Held,	Held, *holden.*
Hurt,	Hurt,	Hurt.
Keep,	Kept,	Kept.
Kneel,	Knelt, *or* kneeled,	Knelt, *or* kneeled.
Knit,	Knit,	Knit.
Know,	Knew,	Known.
Lade, *to load*,†	Laded,	Laden.
Lay,	Laid,	Laid.
Lead, *Mis-*,	Led,	Led.
Leave,	Left,	Left.
Lend,	Lent,	Lent.
Let,	Let,	Let.
Lie (*to recline*),	Lay,	Lain.
Light,	Lighted, *or* lit,	Lighted, *or* lit.
Load,	Loaded,	Laden, *or* loaded.
Lose,	Lost,	Lost.
Make,	Made,	Made.
Mean,	Meant,	Meant.
Meet,	Met,	Met.
Mow,	Mowed,	Mown, *or* mowed.
Pay, *Re-*,	Paid,	Paid.
Pen (*to inclose*),	Pent, *or* penned,	Pent, *or* penned.
Put,	Put,	Put.
Quit,	Quit, *or* quitted,	Quit, *or* quitted.
Read,	Read,	Read.
Rend,	Rent,	Rent.
Rid,	Rid,	Rid.

* *Hang*, to take away life by hanging, is regular.
† Lade, *to dip*, is regular.

Present.	*Past.*	*Past Participle.*
Ride,	Rode,	Ridden.
Ring,	Rang, rung,	Rung.
Rise, *A-*,	Rose,	Risen.
Rive,	Rived,	Riven, *or* rived.
Rot,	Rotted,	Rotted, *or* rotten.
Run,	Ran, *run*,	Run.
Saw,	Sawed,	Sawn, *or* sawed.
Say,	Said,	Said.
See,	Saw,	Seen.
Seek,	Sought,	Sought.
Seethe,	Seethed, *or* sod,	Seethed, *or* sodden.
Sell,	Sold,	Sold.
Send,	Sent,	Sent.
Set, *Be-*,	Set,	Set.
Shake,	Shook,	Shaken.
Shape, *Mis-*,	Shaped,	Shapen, *or* shaped.
Shave,	Shaved,	Shaven, *or* shaved.
Shear,	Sheared,	Shorn, *or* sheared.
Shed,	Shed,	Shed.
Shine,	Shone, *or* shined,	Shone, *or* shined.
Shoe,	Shod,	Shod.
Shoot,	Shot,	Shot.
Show,	Showed,	Showed, *or* shown.
Shred,	Shred,	Shred.
Shrink,	Shrunk, shrank,	Shrunk.
Shut,	Shut,	Shut.
Sing,	Sang, sung,	Sung.
Sink,	Sunk, *sank*,	Sunk.
Sit,	Sat,	Sat.
Slay,	Slew,	Slain.
Sleep,	Slept,	Slept.
Slide,	Slid,	Slidden, slid.
Sling,	Slung, slang,	Slung.
Slink,	Slunk,	Slunk.
Slit,	Slit,	Slit.
Smite,	Smote,	Smitten, smit.
Sow (*to scatter*),	Sowed,	Sowed, *or* sown.
Speak, *Be-*,	Spoke, *spake*,	Spoken.
Speed,	Sped,	Sped.
Spell,	Spelt, *or* spelled,	Spelt, *or* spelled.
Spend, *Mis-*,	Spent,	Spent.
Spill,	Spilt, *or* spilled,	Spilt, *or* spilled.
Spin,	Spun, *span*,	Spun.
Spit, *Be-*,	Spit, *spat*,	Spit.
Split,	Split,	Split.
Spread, *Be-*,	Spread,	Spread.
Spring,	Sprang, sprung,	Sprung.
Stand, *With-*, etc.	Stood,	Stood.
Steal.	Stole,	Stolen.
Stick,	Stuck,	Stuck.
Sting,	Stung,	Stung.
Stride,	Stroke, strid,	Stridden, strid.
Strike,	Struck,	Struck, stricken.
String,	Strung,	Strung.
Strive,	Strove,	Striven.
Strow, *or* Strew, *Be-*,	Strowed, *or* strewed,	Strown, strewn.
Swear,	Swore, *sware*,	Sworn.

Present.	*Past.*	*Past Participle.*
Sweat,	Sweat, *or* sweated,	Sweat, *or* sweated.
Sweep,	Swept,	Swept.
Swell,	Swelled,	Swollen, *or* swelled.
Swim,	Swam, swum,	Swum.
Swing,	Swung,	Swung.
Take, *Be-*, etc.,	Took,	Taken.
Teach, *Mis-*, *Re-*,	Taught,	Taught.
Tear,	Tore, *tare*,	Torn.
Tell,	Told,	Told.
Think, *Be-*,	Thought,	Thought.
Thrive,	Throve, *or* thrived,	Thriven, *or* thrived.
Throw,	Threw,	Thrown.
Thrust,	Thrust,	Thrust.
Tread,	Trod,	Trodden, trod.
Wax,	Waxed,	Waxen, *or* waxed.
Wear,	Wore,	Worn.
Weave,	Wove,	Woven.
Weep,	Wept,	Wept.
Wet,	Wet, *or* wetted,	Wet, *or* wetted.
Whet,	Whet, *or* whetted,	Whet, *or* whetted.
Win,	Won,	Won.
Wind,	Wound,	Wound.
Work,	Wrought, *or* worked,	Wrought, *or* worked.
Wring,	Wrung, *or* wringed,	Wrung.
Write,	Wrote,	Written.

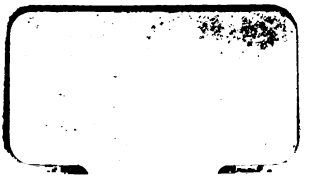
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